DOCUMENT RESUME

ED 127 605 CS 002 921

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TITLE A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IX. Teacher Education.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE Sep 76
CONTRACT NEC-400-75-0029
NOTE 62p.; For related documents see CS002913-CS002920

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Elementary Secondary Education; Inservice Programs; *Inservice Teacher Education; Paraprofessional School Personnel; Preservice Education; Program Evaluation; *Reading; Reading Consultants; *Reading Instruction; *Reading Programs; Reading Research; Secondary School Teachers; *Teacher Education

ABSTRACT

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 109 entries in this section of the bibliography concern teacher education and are arranged alphabetically by author in one of the following nine subcategories: preservice teacher education, inservice teacher education, teacher education curriculum, state standards, adult basic education, remedial reading, paraprofessional school personnel, questioning techniques, and inner city. Author and subject indexes conclude the document. (JM)

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# A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IX. Teacher Education

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CS 002 921

Published September 1976

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the International Reading Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the International Reading Association or the National Institute of Education.

## Introduction

One of the primary goals of the National Institute of Education and the Educational Resources Information Center (ERIC) is the transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions (abstracts) of useful and informative reading documents that were indexed into the ERIC system during the years from 1966 to 1974.

Using the descriptors Reading, Reading Research, and Reading Instruction, a computer search was made of the ERIC data base. Of the 5000 documents that we. obtained through the search, 3000 entries were in the system at Level I or Leve II, that is, were available on microfiche or in hard copy,.a photographically reproduced, paper booklet. Each of these 3000 entries was considered for inclusion in the bibliography.

To aid in the selection of items for the bibliography, nine criteria were developed:

1. The study contributes to the profession through the use of constructive research procedures.
2. The information adds to current understanding of the reading process.
3. The document helps the teacher with realistic suggestions for classroom practices.
4. The study indicates trends for the teaching of reading; organizational patterns; methodology; and/or materials.
5. The document helps teachers to apply theories of learning to the teaching of reading.
6. The study clarifies the relationship of reading to other disciplines, such as linguistics and psychology.
7. The study leads to understanding special problem areas in teaching reading.
8. The document helps teachers to build curriculum or gives guidance in planning

lessons.

9. The document will help readers to understand the state of the profession or the professionalism in the teaching of reading.

The criteria were reviewed and refined by Robert Emans, University of Maryland; Robert Bennett, San Diego (California) School District; Richard Hodges, University of Chicago; William Powell, University of Florida at Gainesville; Charles Neff, Xavier University; and Joanne Olsen, University of Houston.

In order to be included in the bibliography, a document had to meet at least four of the nine criteria. Of the 3000 documents evaluated, 1596 were able to satisfy the requirements and were included. This section of the bibliography, Teacher Education, has 109 entries. Other categories are:

1. Reading Process (280 entries)
2. Methods in Teaching Reading (190 entries)
3. Reading Readiness (131 entries)
4. Reading Difficulties (115 entries)
5. Reading Materials (245 entries)
6. Adult Education (201 entries)
7. Tests and Evaluation (231 entries)
8. Reading in the Content Area (94 entries)

Subcategories were organized within each major category, and items were put into alphabetical order by author. Entries were then given numbers consecutive throughout the nine separate sections, and an author index and a subject index were prepared for each section. The subject indexes were prepared using the five major descriptors which were assigned to each document when it was indexed into the ERIC system. In both the author and the subject indexes, each item is identified by its ED (ERIC Document) number and by the consecutive number assigned to it in the bibliography.

Two other bibliographies are available which reading educators may find useful.

They differ from this bibliography in that they are comprehensive rather than selective. Both of these publications include all the reading documents entered into the ERIC system by ERIC/RCS and by ERIC/CRIER. They are Recent Research in Reading: A Bibliography 1966-1969 and Reading: An ERIC Bibliography 1970-1972; both were published by Macmillan Information.

## TEACHER EDUCATION

I. Preservice Teacher Education

II. Inservice Teacher Education

III. Teacher Education Curriculum

IV. State Standards

V. Adult Basic Education

VI. Remedial Reading

VII. Paraprofessional School Personnel

VIII. Questioning Techniques

IX. Inner City

1488. The Changing Role of the Language Arts Teacher. Wayne, Mich.: Report of the Annual English Conference of the Metropolitan Detroit Bureau of School Studies, 1968, 37p. [ED 033 101]

In this collection of papers, a number of educational innovations of recent years are applied to the language arts curriculum. Section One, compiled by recorders in conference study groups, examines (1) new materials and methods which are relevant for today's English teacher, (2) research findings and their implications for the classroom teacher, (3) such organizational patterns as modular scheduling applied to new instructional approaches, (4) the problems of providing suitable materials, techniques, and procedures to help the reluctant reader, and (5) the various roles of the teacher, the administrator, and the government in innovating and stimulating creativity and curriculum reform. Section Two is an address by Thomas P. Ryan, "The Language Arts Teacher in 1970." Ryan describes a future educational environment as including individualization of instruction and learning activity "packages," reorganization of schools and environmental management, massive curriculum reforms, and inservice workshops for the professional staffs of public schools.

1489. Chase, Naomi C. The Language Arts Preparation of Elementary School Teachers. Address presented at the Annual Meeting of The Minnesota Council of Teachers of English, April 27, 1963, 8p. [ED 028 172]

A national survey of eighty universities was made to determine their course offerings designed to prepare elementary-school English teachers to teach listening, speaking, reading, and writing. Survey questions asked whether or not the universities presently required certain specific courses in liberal arts and in education, as well as whether or not such courses should be required. Liberal arts courses surveyed were foreign language; education courses were the sociological and psychological bases of teaching, observation of children in schools, methods of teaching reading and language, children's literature, and student teaching. Results indicated that colleges required insufficient liberal arts work to back up the professional courses required. (Tables presenting data from the survey and a list of universities surveyed are included.)

1490. Dulin, Kenneth L. Preservice Training in Reading for the Secondary-Level Classroom Teacher. Paper presented at the Meeting of the International Reading Association, Atlantic City, New Jersey, April 19-23, 1971, 10p. [ED 053 876]

Since every teacher is a teacher of reading, several skills and understandings should be a part of every beginning content teacher's preservice training. A secondary teacher's reading background should include a knowledge of a general theory of reading, an overview of basic reading skills, training in book-reading skills, training in the psychology of study, an understanding of the role of rate in reading, an understanding of corrective and remedial reading, training in the selection of materials,

and training in the skills of classroom questioning. The mastery of these skills will enable the teacher to incorporate reading instruction in the program as a tool to help reach her instructional goals.

1491. Fernandez, Thomas L. A Proposed Course in Oral Interpretation for Prospective Secondary School English Teachers. Interim Report. Urbana, Ill.: Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), 1969, 35p. [ED 029 900]

Based on the assumption that skill in oral interpretation is essential to effective teaching of high school English, this study sought to describe a one-term course in oral interpretation that would be most compatible with the needs of the prospective secondary school English teacher. Therefore, a conference of speech and English educators (ISCPET Oral Interpretation Curriculum Study Conference, Monmouth College, Illinois, July 24-28, 1968) was called to consider the development of such a course. The recommendations from this conference included a statement of objectives, suggestions for content, recommendations for methods, and a selected bibliography. The proposed course syllabus was tested at three colleges and universities and was found to be suitable for the study of oral interpretation. The recommended course can be either adopted entirely by universities and colleges or partially adapted to existing courses or to individual needs. On the basis of the conference and the use of the syllabus, oral interpretation appears to be a valuable part of the preparatory curriculum for prospective secondary school English teachers. (see also ED 016 657 for the report of a related study.)

1492. Getz, Howard G.; Kennedy, Larry D. Competency-Based Reading Preparation for Secondary Teachers. Paper presented at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 10p. [ED 063 577]

The reading preparation program at Illinois State University represents a fundamental shift in the instructional focus for preservice preparation of secondary level teachers. The competency-based program in reading is largely self-directed and self-paced. Large groups of students are assigned to an instructional team, and the faculty provide non-required classes on a rotating basis four days a week and are available for individual instruction. Eighteen learning packages contain (1) instructional objectives which state behaviorally what is expected of the student, (2) questions to be answered to guide the student through learning activities, (3) required learning activities which consist of readings, audiovisual materials, and exercises to help the student reach the instructional objectives, (4) optional difficulty with required materials, and (5) evaluation materials such as objective tests and other exercises for evaluating the students' progress. One unique feature of the program is the Learning Lab, in which a student listens to taped learning material at a rate he controls. Success or nonsuccess in the program is based upon the individual attainment of proficiency over specified instructional objectives.

1493. Kay, Evelyn P. The Role of the Para-Professional in the Reading Program. Paper presented at the Maryland Reading Institute, Silver Spring, Md., October 2-4, 1968, 12p. [ED 037 331. Available in Position Papers in Reading, Louise F. Waynant, ed., from the University of Maryland, College of Education.]

School systems are continually initiating programs designed to upgrade classroom teaching. But how can the classroom teacher be successfully flexible, ingenious, and creative in using the various methods devised, when the number of students in the classrooms continues to grow? The teachers need help, The assistance of paraprofessionals to work as a team with the classroom teacher in the reading program is the best help. The paraprofessionals would give teachers more time for creative activities and for self-improvement. Qualifications and training suggestions for such paraprofessionals are prescribed, along with 28 functions they should perform. Some of the benefits paraprofessionals have provided for children and for classroom teachers are enumerated, and references are included.

1494. Mary Constantine, Sr., S.S.J. An Experimental Study of the Development of Critical Thinking Skills of High School English Teachers Enrolled in a Methods Course. Interim Report. Urbana, Ill.: Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), 1968, 32p. [ED 019 287]

A study at Loyola University (Chicago), sponsored by (ISCPET) tested the hypothesis that persons aspiring to become teachers of English in high school can be alerted and trained in some of the varied, specific, separable, and measurable skills which are needed for critical thinking and which are relevant to a high school English program, and that this training should have an effect upon the teachers' abilities to think critically. Both an experimental group (Fall 1965) and a control group (Winter 1966) were exposed to the usual content of the English methods course, except that the experimental group received instruction relative to critical thinking. This latter group also studied the operations of the mind as defined by Guilford, the need for a "cognitive" rather than a "stimulus-response" bias in teaching, and possible methods used within a high school English program to develop skills of critical thinking. The program was evaluated by pretests and post-tests using the Watson-Glaser Critical Thinking Appraisal, and an adaptation of the Dressel-Mayhew Test. The differences in performance of the experimental over the control group were positive but statistically nonsignitifant. Position papers and questionnaires completed by students in both groups revealed that those exposed to the experimental program had become more aware and appreciative of the value of teaching for critical thinking than had students in the control group.

1495. Morgan, Lorraine. A Model of Pre-Service Education of Elementary Reading Teachers. Paper presented at the International Reading Association Conference, Anaheim, California, May 6-9, 1970, 11p. [ED 041 712]

A six-phase preparation program, with two additional courses optional, that leads to recommendation for certification of elementary reading teachers is described. The program begins with freshmen, and allows the students to experience the elements of choice, responsibility, individualization, self-awareness, social awareness, and communication in the six phases which incorporate the four years of undergraduate training. The author feels that a concentrated effort should be made at the pre-service education level instead of at the graduate level or through in-service programs. References are included.

1496. Roberts, Dodd E. A Modest Proposal--1972 Edition. Paper presented at the Annual Meeting of the International Reading Association, Detroit, May 10-13, 1972, 8p. [ED 063 078]

A course in teaching reading designed for prospective English teachers is described. The first activity of the course is a study of statistics concerning reading achievement on local, state, and national levels. Students in the course are urged to visit their own high schools or local schools as individual projects for studying reading achievement and reading programs. Based on their research, students discuss rationales for reading programs and, ultimately, the nature of the reading process. Implications of these discussions for English teachers in the classroom are presented. Specific reading skills such as word perception, literal comprehension, and inferential comprehension are discussed. Evaluation and diagnosis of reading ability and material selection for teaching reading are studied in individual projects. Preparation of lessons enable students to see how content and process can be integrated in the classroom. Other topics of discussion include reading flexibility, materials, machines, readability, testing, retardation and remediation, and organization. The course was taught using a contract system which enabled students to determine at the beginning what grade they would work for and what projects the would complete. References are included.

1497. Shore, Jack L. Preservice Experiences and Teaching Responsibilities for Specialists in Reading. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, New Jersey, April 19-23, 1971, 5p. [ED 052 910]

An informal survey in nineteen public elementary schools in Seattle, Washington, revealed what teachers and principals feel should be the basic preservice experiences and teaching responsibilities of reading specialists. Reading specialists should be able to answer positively the following questions and their implied subquestions: (1) How well do they relate to people? (2) How well-informed are they about how children learn? (3) How well do they understand the language that children bring to school? (4) How well can they teach the many tools of communication? (5) How well do they appraise children? (6) How well do they know and use many approaches to reading? (7) How well do they know how to develop independent reading? and (8) How well do they know what children are reading? There is little need for specialists to serve as clinicians in a clinical setting in an elementary school. Rather, reading specialists should be able to operate with whatever space, materials, and equipment are available within the monetary limits of the system within which they work. And finally, reading specialists should be willing to do anything short of immorality to teach children the tools they need to get through our system as it is set up.

1498. Viall, William P.; and others. English Teacher Preparation Study. Guidelines for the Preparation of Teachers of English. New York: Modern Language Association of America (MLA); Nashville, Tenn.: National Association of State Directors of Teacher Education and Certification (NASDSE); Urbana, Ill.: National Council of Teachers of English (NCTE), 1967. [ED 014 479. Document not available from EDRS]

Guidelines for the preparation of teachers of English in both the secondary and elementary schools were formulated from the English Teacher Preparation Study, conducted jointly by MLA, NASDSE, and NCTE. Not intended as rules for certification, the guidelines attempt to identify and emphasize the teacher competence that should be developed by a satisfactory program in English teacher preparation. This preparation should include (1) a balanced study of language, literature, and composition above the level of freshman English, (2) supervised English teaching and instruction in English methods, including the teaching of reading, and (3) a fifth year of study, largely in English and English Education courses. The undergraduate preparation of the secondary teacher should constitute a major in English. In addition, the teacher of English on any level should have personal qualities which will contribute to his success as a classroom teacher, a broad background in the liberal arts and sciences, skill in listening, speaking, reading, and writing, and an understanding of a wide body of literature, of the nature of language and rhetoric, and of the relationship of child and adolescent development to the teaching of English. The document appeared in College English 29(October, 1967), English Journal 56(September, 1967), and Elementary English 44(October, 1967).

Teacher Education Inservice

1499. Aaron, Ira E.; and others. Conducting Inservice Programs in Reading. Reading Aids Series, No. 1. Newark, Del., International Reading Association, 1965, 53p. [ED 023 561. Not available from EDRS. Available only from International Reading Association ($1.75 to members, $2.00 to nonmembers)]

Needs, goals, and characteristics of inservice programs in reading are discussed. Careful planning and organizing are emphasized, roles of various participants are outlined, and suggested criteria for evaluating the program are discussed. A discussion of survey forms for inservice work in reading suggests areas of application, and sample survey forms are included. Examples of a variety of inservice programs in reading give a cross-sectional view of successful and not-so-successful programs with critical comments listing merits and weaknessess.

1500. Berck, Lee Feiman. The Relative Effectiveness of Two Methods of Inservice Education Reading. Ed.D. Dissertation, Hofstra University, 1971, 165p. [ED 067 635. Not available from EDRS. Available from University Microfilms (Order No. 72-10, 846)]

The relative effectiveness of two methods of inservice education in reading was tested in order to provide guidelines for future organization and implementation of inservice courses. The methods tested were in-service education in reading emphasizing participation under both supervision and lecture-discussion (P-S), and inservice education in reading emphasizing a lecture-discussion format alone (L-D), the format for the P-S group consisted of nine sessions of lecture-discussion and six sessions of participation with children under the supervision of the chief investigator or an assistant. Opportunity for self-analysis and feedback was provided by the use of videotape. The format for the L-D group consisted of fifteen sessions of lecture-discussion alone. In addition, the teachers in this group were scheduled to video-tape a lesson of their choice on six separate occasions within the period in which the course was given. Results of this study seem to indicate that classroom practice is influenced not so much by inservice education in general as by specific components, such as involvement by means of high experience impact activities and immediate feedback.

1501. Bernstein, Margery R. Umbrella for Reading: Evaluation of Inservice Education on Reading. New York: Mamaroneck Public Schools, 1972, 32p. [ED 064 688]

Primary Teachers, aides, and volunteers participated in a inservice training program based on prerequisites of reading, teaching materials and techniques, diagnostic tests of reading skills, beginning reading, and developing comprehension. Evaluative procedures included: (1) a pretest and posttest on factual content, (2) showing videotape of a diagnostic study and selecting five areas in need of remediation from a list of ten, (3) from a list of 25 items that best suited the child described, (4) computing readability, (5) preparing a case study, (6) administering pre and post attitude and interest inventories, and

(7) reports on aides and volunteers. It was concluded that the program was successful in achieving objectives related to knowing prerequisites for a reading task, using diagnostic tests and assessing reading difficulties, selecting appropriate methods and materials for a given child, judging the difficulty of a passage, and helping aides and volunteers work effectively with children. The program did not result in measurable changes in children attitude toward reading; however, the objectives for aides and volunteers were achieved. (Appendices are included for procedure, methods, and materials used.)

1502. Carlson, Thorsten R. Current Administrative Problems in Reading. Highlights of the 1967 Pre-Convention Institutes. Newark, Del.: International Reading Association, 1968, 38p. [ED 027 159. Not available from EDRS. Available from International Reading Association ($1.50 to members, $1.75 to nonmembers]

Five papers concerning administrative problems in reading discuss administrative innovation, reading research, inservice education, and program funding. Forces promoting innovation include the federal government, industry, and education research, the force which is seen as the basis for progress in education. Learning resource centers, administrative recognition of teaching success, and in-class research are among the eight recommendations included for inservice education. Team enrollment, for both first-grade teacher and school principal, in college reading courses is also emphasized as a means of providing inservice opportunities for both to develop and implement improved reading programs. ESEA/Title I, III, and IV and NDEA/Title XI grants are noted as major sources of program funding, and current programs are described.

1503. Connor, John J. Supplementary Education Center. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 14p. [ED 026 213]

The Supplementary Education Center of Worcester, Massachusetts, A Title III project, is a reading clinic designed to help seriously retarded readers. Its objectives are to provide a systematic diagnostic system, an individualized instructional program, a continuing evaluation of reading and instructional materials, and a training ground for classroom teachers. The diagnostic information utilized includes case history data, physical and emotional data, general and potential capacity levels, and present achievement levels for each child. Referral conferences included the principal, the classroom teacher, the remedial reading teacher, and two reading clinic teachers. Individualized instruction is provided for 30 to 40 minutes, four times weekly. There is continuous evaluation of materials. One-week inservice teacher training familiarizes classroom teachers with the diagnostic and remedial techniques used. Since the center's beginning in October 1967, 26 children from grades 2 to 5 have been enrolled. Sixteen have been dismissed as no longer in need of specialized help. References are listed.

1504. Dolan, Sister Mary Edward. The Effect of Federal Fellowship and Institute Programs in Reading. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 19p. [ED 026 212]

The basic components of National Defense Education Act (NDEA) institutes and experienced teacher fellowship programs in reading are discussed, and their contributions to the teaching of reading are evaluated. Their curricula center around core reading courses, substantive content, and supervised experiences with children. Working with the programs are instructional and supervisory staff, teachers, scholars, and reading specialists who are selected on the basis of their potential contributions to the program. Constant evaluation is maintained. Specific programs are described in detail, and evaluation findings are noted. It is concluded that such programs are valuable assests to the teaching of reading. It is proposed that they be pilot programs for future graduate references and charts of specific evaluation data are included.

1505. Douglas, Wallace; and others. The English Program, K-12: The Tree and Its Roots. Hartford, Conn.: Connecticut Council of Teacher of English.; Urbana, Ill.: National Council of Teachers of English, 1967, 64p. [ED 061 207. Not available from EDRS. Available from National Council of Teachers of English, Stock No. 02151: $1.00]

Paper delivered at a four-day study session on the English Language Arts Curriculum, K-12, in Connecticut schools are presented in this bulletin. The focus of the study was (1) the current status of English and reading programs and recommendations for their improvement, and (2) suggestions for the improvement of a preliminary draft of a new state publication that contained suggested guidelines for the development of K-12 English language arts curricula. The papers discuss five aspects of the curriculum: the total program, language study, skills development, written composition, and literature.

1506. Dunkeld, Colin G. The Portland Project: An In-Service Training Program in the Teaching of Reading. Paper presented at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 85p. [ED 063 591]

The Portland Project, an inservice training program in the teaching of reading for teachers, parents, principals, and teacher aides, was a federally-funded joint effort of Portland State University and the Portland, Oregon, Public Schools. It provided for one day of released time per week for teachers of grades one through four in four disadvantaged public schools. University classroom presentations, workshop activities, and independent assignments were combined with onsite school demonstations and supervision. All participants attended a two-week training session during August, 1970. Teachers subsequently made significant progress in achieving 51 of 68 knowledge objectives, and in achieving 6 of 11 classroom performance objectives. Parents made significant gains in attaining 12 of 13 knowledge objectives, while aides made significant progress in realizing 4 of 4 such objectives. However, sample measures of reading, writing and oral language performances

1507. Grant Eugene B. Elements in an Adequate High School Reading Improvement Program. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 10p. [ED 034 653]

The respective roles of remedial, corrective, and developmental reading relative to the high school reading program are delineated. The following reasons for reluctance in introducing secondary reading programs are noted: (1) the shortage of trained people to organize the program, (2) the lack of adequate financing, (3) a limited view of the make-up of the reading process, and (4) the reluctance of the secondary teacher to accept the responsibility of developing reading skills within a content area. A checklist is provided for evaluating a secondary reading program, and a guide for planning such a program suggests involving interested staff members through the leadership of a person especially trained in reading. It also emphasizes the idea that if the necessary specific reading skills are to be taught, they must be taught by teachers who teach in the content fields. The reading specialist serves the important function of assisting in the inservice training of the content teachers, but the correction of reading problems requires a cooperative effort.

of the children whose teachers and auxiliary personnel participated in the project revealed no significant gains or losses. Appendices include sample forms and various questionnaires utilized during the project.

1508. Inservice Teacher Education Course: Teaching Elementary School Reading. An Evaluation Report. Durham: New Hampshire University, Bureau of Educational Research and Testing Services, 1969, 108p. [ED 036 459]

The television course, "Teaching Elementary School Reading," represents the third in a series of inservice education programs developed and producted by the New Hampshire network to improve the professional knowledge and skills of teachers previously isolated by geographic barriers characteristic of the rural environment of northern New England. The information presented in this document, the extensive formal evaluation of the program, is organized according to the following five-fold format: (1) the biographical characteristics and professional expectations of teacher-enrollees; (2) the assessment of targeted process information, including errollee assessment of the fifteen-lesson instructional series, generally, and the related television lessons, study guide,, regional work sessions, and classroom follow-up activities; (3) the change data represented by prepost instrument administration and statistical analysis of ongoing data input; (4) the result of a final "retrospective" course evaluation; and (5) a summary of the project effort with emphasis on the implications of inservice teacher education courses for regional education, including recommendations of plausible changes in design, documentation, production, and evaluative segments of the reading course. Among the major needs underlined by the study is the need for a thorough reexamination of the underlying concept of inservice teacher education.

1509. Evaluation of the Communication Skills Centers Project, Spring Semester and Summer 1966. Detroit: Detroit Public Schools, 1967, 40p. [ED 016 020]

This report describes the 1965-66 activities of an Elementary and Secondary Education Act, Title I project which provides public and nonpublic school educationally disadvantaged pupils in grades 4 to 12 with special remedial reading services. As a part of this project, three 2-week summer workshops offered inservice training in remedial reading instruction. Data from the standardized reading tests which were administered to project pupils both before and after the reading therapy indicated that their reading gains were greater than would be expected for normal-achieving pupils. Moreover, according to the questionnaires answered by a sample of the pupils' classroom teachers, the project pupils improved their regular school attitude, effort, and achievement. The teachers who participated in the summer workshops rated their training highly. It is felt that these evaluations, obtained at the end of the first year of operation, measure only short-range effects and that additional evidence is needed of the long-range effects of the project on pupils' reading achievement and other learning goals. The operational cost of this project is estimated to be $390 per pupil.

1510. General Improvement of Reading Instruction, Grades 1-12, Teacher Training Program of Title III, P.L. 89-10. Evaluation of Second Phase of Program, Summer, 1968. West Columbia S.C.: Brookland-Cayce Schools, 1968, 83p. [ED 025 389]

An evaluation of the second phase of a projected three-year Title III inservice reading instruction program for teaching personnel is presented after one and one-half years of operation in sixteen Cayce-West Columbia, South Carolina Schools. Included is an evaluation prepared by each of the 11 elementary supervisors which includes objectives and how they were met, general weaknesses of the instructional program, specific weaknesses in teachers, improvements in the program and the teachers, need for further improvement, and innovations used in the program classes. Teacher pretesting and posttesting scores include those from I. E. Aaron's Test of Phonics Principles, Phonetic Principles (University of South Carolina Reading Clinic), and Brookland-Cayce Schools' Teacher Training Phonics Test. Results of the Individual Reading Inventory and Phonics Inventory Administered to each child are presented. Evaluations by each of the five secondary supervisors of reading, English, science, social studies, and mathematics and by the librarian and audiovisual coordinator are also included.

1511. James, Helen J. Strengthening Reading at the Secondary Level. Paper presented at the Annual Meeting of the International Reading Association, Detroit, May 10-13, 1972, 10p. [ED 063 092]

The effects of five secondary school individualized in-service training programs on classroom reading skills instruction are compared. The initial and final perceptions of the teachers concerning their responsibilities for providing for pupils' individual differences in reading abilities are measured by use of attitude inventories, self-differences in reading abilities are measured by use of attitude inventories, self-rating scales, and/or summaries of their needs related to reading skills instruction. Verbal data are acquired during in-service training sessions, individual conferences, and classroom visits. Training content includes assessment procedures, teaching techniques, classroom management, grouping, and lesson planning. Four factors are considered strong influences on the in-service programs: training processes, training content, institutional influences, and consultants' influences. Three conclusions are reached: (1) teachers tend to give attention to existing reading programs in their schools as one means of providing for pupils' individual differences in reading abilities; (2) teachers tend to change their instructional procedures when receiving help with the problems of immediate concern to them; and (3) teachers tend to require instruction in classroom management and lesson planning before learning techniques for teaching reading skills.

1512. Katrein, Robert M. Conducting an Inservice Reading Program at the Secondary Level. Grades 7-12. 52p. [ED 023 558]

The importance, the characteristics, the organization, and the evaluation of effective secondary inservice reading programs are discussed. The importance of reading instruction in all subject areas and the importance

of total faculty participation in the development of an inservice program are stressed. Three characteristic stages of an inservice reading program are noted: (1) stimulating the interest and understanding of the instructional staff, (2) providing encouragement and security for teachers implementing reading instruction methods in their classrooms, and (3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interest, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the eleven criteria of the International Reading Association's "Conducting In-Service Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included.

1513. Kevis, David E. Letters and American Literacy. 1972, 120p. [ED 066 063. [Not available from EDRS. Available from D. Ernest Kevis, General Delivery, Ocean City, New Jersey 08226 ($20.00, cash in advance)]

The work itself should help a person who is going to teach reading and writing. Practical suggestions are offered in the final two chapters, while the opening three give intellectual perspectives. A theme binds the work of letting the consciousness of writing as a visual system be increased and of breaking the spell by which letter phonetics can stereotype perception of speech, by distinguishing phonetic letter symbols from other letter symbols. The historical perspective of the first chapter points up the disposition of modern orthography; the phonetic perspective highlights dangers of symbolism and concepts of speech, presenting a pictorial articulation notation system based on work of, among others, the father of Alexander Graham Bell. The middle chapter develops a broad but simple theory of language and literature's relation to it, offering new literary terms and a pronunciation coding system that is philosophically considered. It avoids matters of literary rhetoric. Hopefully, this research can benefit a professional who assists students in their reading.

1514. Koenigsberg, Shelly P., ed. Improving Teacher Education for Disadvantaged Youth: What University Professors Can Learn from Classroom Teachers. Project Beacon Conference Proceedings, May 15-17, 1966. 173p. [ED 035 711]

These conference proceedings report the discussions of classroom teachers and university professors relating to the problems of teaching disadvantaged students. Topics treated were the inadequacies of teacher training, need for self-analysis during training, teaching of reading, grouping students for instruction, and the relation of the schools to broader social revolution. Not available in hard copy due to marginal legibility of the original document.

1515. Logan, Eunice, comp. Good Teaching Today: Responsible Citizens Tomorrow. A Summary Report. Anchorage, Alaska: Area-Wide Education Workshop, 1969, 143p. [ED 040 960]

This report summarizes an education workshop held by the Bureau of Indian Affairs (BIA-U.S. Department of the Interior). The immediate objectives were to encourage group discussion, share and evaluate ideas and learning experiences, and make preliminary plans for an educational program which would provide for the development and practice of skills, understandings, and values basic to responsible citizenship. The topics covered include: (1) teachers' comments on ways of promoting the self-image of the learner; (2) ways of implementing trends in social studies and some scientific methods for teaching this subject; (3) students' comments on their educational experiences; (4) the use of charts as teaching aids; (5) methods of teaching beginning reading and arithmetic; (6) the use of drama in elementary grades; (7) ESL techniques for primary and middle grades; (8) language arts; (9) dropouts; and (10) discipline. There are also extracts from panel discussions, including one dealing with the administrative problems involved in transferring the schools from BIA to the state system.

1516. Manning, John C. Continuing Professional Experiences in Reading. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 8p. [ED 052 890]

Extension courses and inservice training for reading teachers can increase their ability to teach reading. For maximum effectiveness, extension courses should (1) emphasize the technical rather than the theoretical preparation of reading teachers, (2) combine lecture and discussion with classroom practice activities, (3) provide a variety of classroom reading materials, (4) consider effective instructional techniques, and (5) include visits by the instructor to the classrooms of his pupil-teachers. Two types of inservice training activities that have proved effective are presummer school experiences and major summer and school year programs. Several presummer school five-day programs are being conducted in Minneapolis for teachers who will be teaching a pre-kindergarten summer school experience. These summer inservice efforts are characterized by demonstration teaching with the provision or relevant classroom instructional materials. The Minneapolis Combine Project is an example of a major inservice program. It is a comprehensive effort to resolve the reading problems of inner city children through the combined efforts of teachers, graduate and undergraduate students, and university personnel. Descriptions of these programs are available through the Gordon Instructional Materials Center, Minneapolis Public Schools, and through the office of the author at the University of Minnesota.

1517. McCracken, Robert A. Establishing Guidelines for Effective In-Service Programs in Reading. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 23p. [ED 022 637]

"Developmental Growth" and "Average" are two concepts that can be recognized in teachers as well as in students. Inservice teacher training programs must be planned to allow for individual abilities and individual growth. A carefully structured program will (1)

fit the program to the personnel, (2) extend over a long time period, (3) have instructors who are at different levels of professional competence, (4) provide support and challenge for participants, (5) conduct exemplary meeting and seminars, (6) demonstrate with children, (7) mix teachers from several schools, (8) encourage teacher individuality, and (9) make professional materials available. Local IRA groups can offer such programs even more effectively than colleges because of the time limit and external motivation of an outside institution. One NDEA reading institute is described in detail, and excerpts from participant responses are quoted. References are included.

1518. Meyer, Ronald E. Reflections on Title III: Omaha Central Reading Clinic. Paper presented to the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 17p. [ED 033 837]

The Reading Clinic, Service and Training, in Omaha, Nebraska, was funded its first three years under ESEA/Title III and was sponsored by the Omaha Public Schools. Beginning in 1966, it showed substantial success in achieving its four goals: (1) the clinical diagnosis of pupils referred to it; (2) remediation of a select number of students; (3) inservice training of teachers, college students, and volunteer aides; and (4) development of an exemplary model for other clinical reading programs in the area. As a model and an innovative influence, the clinic proved a valuable experience in meeting and reacting to problems inherent in such a program. Staffing problems centered around a shortage of trained personnel and were met by part-time hiring of trained teachers and by training volunteers. In its first three years, 4 clinicians, 37 professional staff members, 20 teachers, and 22 skilled volunteer aides were trained. Problems in research and reporting were partially met with data-processed summary profiles of the students; such data provided material for numerous reports that have had an impact on remedial programs in some Nebraska schools. Dissemination of the types of information that would aid action was stressed. Funding complications taught the necessity of careful financial record keeping and of flexibility in planning.

1519. Minturn, Stella. In-Service Training Emphasis. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 10p. [ED 055 728]

Under the Title I secondary reading program in the Kansas City, Missouri school district, two to four reading consultants were assigned to each building to assist social studies and English teachers in grades 7 through 10. The reading consultants and the secondary reading coordinator were responsible for planning and conducting a monthly inservice teacher workshop. The purpose was to help the content is taught. As a result of an inventory questionnaire completed by participating teachers, it was decided that work recognition skills should be taught first, with at least three workshops devoted to these skills. In addition to the eight scheduled workshops, the materials preparation center provided inservice sessions to help develop innovative material and teaching strategies for secondary

students. At least one workshop provided a demonstration class for teacher observation and critique. In addition, a monthly inservice meeting was conducted for the reading consultants to increase their ability in working with the teachers. The inservice program was evaluated by classroom observations made by the reading consultants and coordinator and by an evaluation form completed by teachers after each workshop.

1520. Moburg, Lawrence G. Inservice Teacher Training in Reading. Bloomington, Ind.: Indiana University, ERIC Clearinghouse on Reading.; Newark, Del.: Internation Reading Association, 1972, 39p. [ED 065 833. HC-not available from EDRS. Available from International Reading Association ($1.50).]

This summary and evaluation of the research published rom 1963 to 1970 deals with inservice teacher training in reading. The major focus is on a review of the research on what types of inservice education are needed and are most effective. Investigations conducted recommend that inservice programs be based on the current needs of teachers. However, no evidence in the surveys reviewed demonstrated that they were based on the needs of teachers. It was concluded that the most effective inservice programs took place before the opening of school followed by group meetings and individual conferences during the school year. A synthesis of the research finding indicates the weaknesses in design, procedures, measurement, and data collection. Recommendations concerning further research include: providing more complete information relating to samples, methods, materials, and instruments; utilizing a variety of evaluation techniques; and stating the limitations of the study. Recommended areas for further research include research assessing the needs of teachers and basing programs on those needs and research to include secondary school programs.

1521. Reading Inservice Program. East Lansing, Mich.: Michigan Education Association, 1972, 22p. [ED 071 055]

The Michigan Education Association recommends a task-force approach as one of the solutions to increasing the acquisition of additional skills for all elementary teachers in education and communication skills. An inservice model was developed to be used primarily with inner-city elementary pupils, but the basic design is applicable for use with any student group. The model is in two basic parts: (1) Reading Task Force Personnell: Role and Function, and (2) Competency-Based Design. To implement the proposed concepts it is necessary that relevant staff persons be trained in the components of such a program. Included in this model are general objectives, specific objectives, suggested reading materials, criterion responses, and discussion topics.

1522. Roberson, F. Wayne. Effects of Teacher In-Service on Instruction and Learning. Tucson, Ariz.: EPIC Evaluation Center, 1969, 16p. [ED 037 383]

A study was designed to assess the change in teacher attitudes and methods, and student attitudes and achievement, as a result of a teacher self-appraisal inservice program which included workshops on behavioral

objectives, principal-directed teaching skills sessions, and training in Flanders' Interaction Analysis and Roberson's Self-Appraisal. Throughout the year six videotapes were collected on each of twenty teachers; they were coded and interpreted, and teachers were provided with feedback. Statistical tests were conducted at the end of the year to determine if any significant changes took place in the following data: (1) I/D ratios using data from Flanders' system; (2) percent of time spent in categories 1, 2, and 3 of Flanders' system, in encouraging verbal and nonverbal categories of Roberson's system, and in closed method of teaching as opposed to open method of teaching in Roberson's system; (3) student and teacher attitude test scores; and (4) pre-post scores on reading tests, on a semantic differential scale, and on Edwards' personal preference scales. Implications of the findings are that such a program increases the reading achievement of disadvantaged children, that writing behavioral objectives at all cognitive and affective levels seems to bring about more change in teacher methods than does training in classroom observation systems, and that a teacher's attitude toward the organizational climate of a school may be affected by whether or not he understands the feedback he receives concerning teaching.

1523. Schiffman, Gilbert B. A Pattern for Improving the Effect of Reading Personnel. Paper presented at the Maryland Reading Institute, Silver Spring, Md.: October 2-4, 1968, 15p. [ED 037 332. Available in "Position Papers in Reading: Reading in the Total School Curriculum," Louise F. Waynant, ed., 1969, pp. 19-(33). University of Maryland, College of Education]

Greatest emphasis should be placed on the developmental and preventive aspect of the reading program, and the talents, skills, and responsibilities of the reading specialist should be redirected. At present too much time is spent by reading specialists in remediation work. To combat this and to work toward a total language arts program, a two-pronged attack is recommended. One, a sequence of reading skills should be developed, and two, knowledgeable teachers must be developed, by effective inservice programs. As for the latter, the best teacher inservice program takes place at the local school level during the regular school day. To accompany this training program in the school's organization, nine recommendations are offered to help a school system develop a total reading program. References are included.

1524. Smith, Richard J. Preparing Specialized Reading Personnel for Central Office Positions. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 9p. [ED 052 908]

Administrative reading personnel need a special program of course work and field experience to prepare them for their roles. Besides the basic developmental and remedial reading courses, the specialist trainee should also take courses in curriculum theory, statistical analysis and research design, dynamics of instructional groups, administrator behavior, and administration of the school reading program. After the specialist is on the job, he should take those inservice courses that are necessary to meet the particular requirements of his job. In addition to course work, a variety of field

experiences should be part of the training program. These experiences include a practicum with a "master" reading consultant and work in clinics, schools, and classrooms. These field experiences should give the trainee opportunities for active participation in both the decision-making and the implementation processes of program development. Short-term projects are beneficial if they allow the trainee to develop his own style of program development. The final benefit of field experiences should be the opportunity for the trainee to decide whether or not he is suited to fill a central office reading position.

1525. Utsey, Jordan. Simulation in Reading. December, 1966, 13p. [ED 013 703]

An attempt to improve the reliability, validity, and efficiency of all reading instruction by modifying certain dimensions of teacher behavior is reported. A survey in Oregon indicated that to determine the functional reading level of students, 74 percent of the teachers used grade equivalent scores from achievement tests, 24 percent used information from cumulative folders, and 30 percent used combinations. Materials were developed to give prospective teachers an opportunity to learn the marking code of the informal reading inventory, to practice, and to evaluate their skill. A series of simulated instructional films and printed materials was devised. The process experienced by the teachers in three class periods is described. One hundred undergraduate students were studied to determine the efficiency of the material. The results indicated that teachers, after viewing simulated material, were 92 percent accurate in assessing functional reading level. After revision of the material, a second study was conducted with 50 subjects. The results indicated 94 percent accuracy. A discussion of transfer into actual classroom practice and references are included.

1526. Carter, Homer L. J.; McGinnis, Dorothy J. Preparation of Reading Therapists for the Junior College Level. Paper presented at the National Reading Conference, Atlanta, December 4-6, 1969, 10p. [ED 035 532. Not available from EDRS. Availability in Nineteenth National Reading Conference Yearbook]

Many students in today's expanding college enrollments have deficiencies in such areas as reading. Many schools have already made reading and study skills programs part of their curriculum to help these underachieving students, but one problem has been to find reading teachers who understand and can meet the emotional as well as the instructional needs of such students. Therefore, this paper sets forth some specific suggestions for the selection and preparation of reading therapists for the college level. Such preparation must include an understanding of the changing academic world, an awareness of the many needs of today's college students, and a knowledge of the various teaching methods and materials which can be used in reading improvement courses. A background in clinical and abnormal psychology, along with an understanding of a rigorous approach to diagnostic techniques, is recommended for these teachers. Students interested in such a teaching career should be identified in their junior year of college and encouraged to follow a program for the rest of their undergraduate and graduate work to meet the above-mentioned criteria.

1527. Children in a Promised Land: Education, the Disciplines, the Schools, the Culture. Report of the National Conference of the Tri-University Project in Elementary English, Salt Lake City, Utah, May 23-25, 1968. 242p. [ED 028 171. Also available from Tri-University Project, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 ($1.50)]

The 23 papers in this conference report represent the Third National Conference of the Tri-University Project, in which faculty members from more than sixty institutions work with the staffs of three universities (New York University and the Universities of Nebraska and Washington) to determine how elementary school teachers ought to be trained. The papers deal with the general lack of knowledge about children in our culture and the too-frequent failure to reach them, the reasons for the failure of higher education to encourage competent teaching, the results of cooperation between the disciplines and education, possible influences that higher education might have on public schools, the effect of more adequate professional training in clinical schools, and the problem of training teachers to allow children to think and to imagine. In addition, the report contains the recommendations of the conference concerning the recruitment and training of better teachers.

1528. Evaluation of the Communication Skills Centers Project, Spring Semester and Summer, 1966. Detroit: Detroit Public Schools, 1967, 40p. [ED 016 020]

This report describes the 1965-66 activities of an Elementary and Secondary Education Act, Title I project which provides public and nonpublic school

educationally disadvantaged pupils in grades 6 to 12 with special remedial reading services. As a part of this project, three 2-week summer workshops offered inservice training in remedial reading instruction. Data from the standardized reading tests which were administered to project pupils both before and after the reading therapy indicated that their reading gains were greater than would be expected for normal-achieving pupils. Moreover, according to the questionnaires answered by a sample of the pupils' classroom teachers, the project pupils improved their regular school attitude, effort, and achievement. The teachers who participated in the summer workshops rated their training highly. It is felt that these evaluations, obtained at the end of the first year of operation, measure only short-range effects and that additional evidence is needed of the long-range effects of the project on pupils' reading achievement and other learning goals. The operational cost of this project is estimated to be $390 per pupil.

1529. General Improvement of Reading Instruction, Grades 1-12, Teacher Training Program of Title III, P.L. 89-10. Evaluation of Second Phase of Program. West Columbia, S.C.: Brookland-Cayce Schools, 1968, 83p. [ED 025 589]

An evaluation of the second phase of a projected three-year Title III inservice reading instruction program for teaching personnel is presented after one and one-half years of operation in sixteen Cayce-West Columbia, South Carolina, schools. Included is an evaluation prepared by each of the eleven elementary supervisors, which includes objectives and how they were met, general weaknesses of the instructional program, specific weaknesses in teachers, improvements in the program and the teachers, needs for further improvement, and innovations used in the program classes. Teacher pretesting and posttesting scores include those from I.E. Aaron's Test of Phonics Principles, Phonetic Principles (University of South Carolina Reading Clinic), and Brookland-Cayce Schools' Teacher Training Phonics Test. Results of the Individual Reading Inventory and Phonics Inventory administered to each child are presented. Evaluations by each of the five secondary supervisors of reading, English, science, social studies, and mathematics, and by the librarian and audiovisual coordinator are also included.

1530. Hall, Maryanne. Teacher Education and the Teaching of Reading in the Elementary School. Speaking to the Issues: Position Papers in Reading, pp. 76-87. College Park, Md.: University of Maryland, 1967, 12p. [ED 038 256. Not available from EDRS. Available from University of Maryland]

Fourteen suggestions to help alleviate a problem which the author believes to exist today in United States Educational Institutions are included in this article. The author has listed these suggestions as possibilities for enriching the preservice experiences of elementary education teachers, with particular attention directed to relating the content to classroom settings and to student teaching. The crux of his paper is that the preparation of elementary education teachers for the instruction of reading is inadequate, and findings from the first Carnegie-Harvard Report on Reading are included to substantiate his comments on teacher training inadequacies. Four reactions to the paper are included.

1531. Harris, Albert J. The Effective Teacher of Reading. New York: City

University of New York, Division of Teacher Education. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969. [ED 034 654]

The improvement of teaching characteristics and teacher behavior are important issues when discussing reading programs. Therefore, the following six major questions and conclusions about the effective reading teacher comprise the emphasis of this discussion. (1) What criteria can be used to measure teacher effectiveness? The main criterion used is pupil gain on standardized test. (2) Can observers really distinguish degrees of teaching competence in reading instruction? Supervisors' evaluations of teaching effectiveness do not correlate well enough with pupil gain to be substituted for objective measurement. (3) What forms of motivation or class management produce superior results? The relationship between a teacher's motivational style and pupil learning is not distinct, as criticism and praise by teachers draw varying results. (4) What forms of cognitive teacher behavior are related to good achievement? Preliminary findings favor frequent verbal interchanges between teacher and pupil and the balanced use of several types of questions. (5) How can the beginning teacher be helped to develop teaching skills? There are such promising new developments in preservice teacher training as microteaching and programed tutoring. (6) How can the experienced teacher keep his interest and enthusiasm high? Superior leadership which involves teachers in planning and encourages them to try out ideas is important. References are included.

1532. Inservice Teacher Education Course: Teaching Elementary School Reading. An Evaluation Report. Durham, N.H.: New Hampshire University, Bureau of Educational Research and Testing Services, 1969, 108p. [ED 036 459]

The television course, "Teaching Elementary School Reading," represents the third in a series of inservice education programs developed and produced by the New Hampshire network to improve the professional knowledge and skills of teachers previously isolated by geographic barriers characteristic of the rural environment of northern New England. The information presented in this document, the extensive formal evaluation of the program, is organized according to the following five-fold format: (1) the biographical characteristics and professional expectations of teacher-enrollees; (2) the assessment of targeted process information, including enrollee assessment of the fifteen-lesson instructional series, generally, and the related television lessons, study guide, regional work sessions, and classroom follow-up activities; (3) the change data represented by pre-post instrument administration and statistical analysis of ongoing data input; (4) the results of a final "retrospective" course evaluation; and (5) a summary of the project effort with emphasis on the implications of inservice teacher education courses for regional education, including recommendations of plausible changes in design, documentation, production, and evaluative segments of the reading course. Among the major needs underlined by the study is the need for a thorough reexamination of the underlying concept of inservice teacher education.

1533. Manning, John C. Inductive Concepts of Teacher Education--The Undergraduate

Reading Methods Course. Paper presented at the International Reading Association Conference, Boston, April 24-27, 1968. [ED 026 209]

An inductive reading methods course was offered to thirty junior elementary education students at the University of Minnesota in 1966. Course objectives and procedures were planned with cooperating public school personnel. As preparation for tutoring, the university students were instructed in methods of informal reading diagnosis and in the compilation of necessary materials. Under the supervision of the course instructor, the student teachers conducted individual tutoring sessions with thirty remedial reading students. Critical discussions of instructional problems followed. Under the cooperative supervision of the elementary principal, the cooperating teacher, and the course instructor, the university students conducted group reading instruction. It was concluded that clearer communication should be established between methods course instructors and cooperating school personnel. College students should be provided a more extensive and diversified program for reading methods. Student teachers should have some monetary provision for purchasing necessary teaching materials, and transportation to and from teaching centers should be furnished.

1534. Oracy II. Lincoln: Nebraska University, 1968, 25p. [ED 045 680. Also available from Nebraska Curriculum Development Center ($0.50)]

This volume on the Tri-University Project contains three reports on the teaching of oracy. The chairman of the Committee on Oracy, Laura Chase, offers suggestions for the preservice and inservice training of teachers to prepare them to deal with discussion, the individual talk, oral reading, and dramatic role playing. She outlines a teacher education program which joins course content and practicum in three blocks: (1) the study of the biological bases of language and its further development in terms of cognitive and linguistic levels, (2) specific preparation in language stimulation, and (3) instruction in discussion, making talks, reading aloud, group reading, and drama. A bibliography for each block of study is included. Lillian Broome states that, through good example and a knowledge of the listening act and skills in varied situations, teachers can help students become the best possible kind of audience. Pat Gardner shows how participation in encounter groups or sensitivity training can benefit the teacher of oracy. Lists of references are provided for each report.

1535. Ramsey, Wallace. Revolution in Teacher Education for Reading Instruction. Paper presented at annual convention of International Reading Association, Detroit, May 10-13, 1972, 9p. [ED 063 592]

The past preoccupation of reading teacher education with how reading should be taught to the exclusion of immersing students in the process of teaching reading, has reaped resentment toward neophyte teachers' ignorance of reading materials, approaches, and techniques already established in schools. Changes in that perspective of reading teacher education are evident in several movements: (1) the conception and implementation of performance-based training, (2) adjustments to individual differences among prospective teachers via instructional modules, (3) greater involvement of preservice teachers in classroom observation and

and tutoring, (4) replacement of large classrooms with learning centers containing multimedia stations for individual students, (5) decline in the use of the single methods textbook, and (6) reliance upon a team of reading specialists, each member of which possesses considerable versatility as a teacher educator.

1536. Ransom, Grayce A., ed. Evaluation of Teacher Education Programs in Reading; A Proposed Checklist. Newark, Del.: International Reading Association, 1973, 64p. [ED 073 420. Available from International Reading Association ($1.50 non-member, $1.00 member)]

This sample checklist for teacher education programs in reading is intended to aid colleges and universities in self-evaluation, and to aid others rating an institution's teacher-training activities in the area of reading. The checklist specifies the different program modules in the education of reading specialists. The competencies designated for all of the program modules constitute a checklist of a program's strengths and weaknesses. The checklist is flexible enough to be adapted to a variety of programs. It has also been designed to aid "outside" evaluation as well as self-evaluation of programs. Reading teachers, teacher-trainers, prospective reading teachers, and administrators of reading programs may use this list to evaluate the competence of their work in preservice and inservice activities. People in fields tangential to reading education may alos use the list to gain an overview of this subject.

1537. Reading Inservice Program. East Lansing: Michigan Education Association, 1972, 22p. [ED 071 055]

The Michigan Education Association recommends a task-force approach as one of the solutions to increasing the acquisition of additional skills for all elementary teachers in education and communication skills. An inservice model was developed to be used primarily with inner-city elementary pupils, but the basic design is applicable for use with any student group. The model is in two basic parts: (1) Reading Task Force Personnel: Role and Function, and (2) Competency-Based Design. To implement the proposed concepts, it is necessary that relevant staff persons be trained in the components of such a program. Included in this model are general objectives, specific objectives, suggested reading materials, criterion responses, and discussion topics.

1538. Redd, Virginia P. Innovations in English Education: Variations on What Theme? Address delivered at KCTE Fall Meeting, Lexington, November, 1971, 16p. [ED 061 206. Also available in Kentucky English Bulletin, 21 (1972): 6-21]

The basic themes that polarize English educators today are discussed, and the province of the English teacher and the English curriculum is defined. The three basic themes that have polarized authorities are in English education much the same as in all other areas. Is the purpose of teaching English to impart useful skills, to encourage intellectual pursuits, or to guide the individual toward self-discovery and self-realization? Five

essentials for preparing English teachers are proposed: (1) a realistic balance of courses in literature, in language, and in speech writing; (2) at least one course in the history and development of language; (3) a minimum of two courses in the structure of English, exploring and comparing the various grammars of English; (4) not less than two courses in the teaching of reading, including diagnostic and remedial techniques as well as approaches to developmental reading; and (5) a more realistic program for professional preparation in which the emphasis would be on field work where theory and practice are combined. The province of the English teacher and the English curriculum is defined as: (1) to provide, through literature, enlightening experiences; (2) to approach the teaching of language with the surety that diversity is the rule in language usage; (3) to help the student perceive speaking and writing as conversation with an audience; and (4) to view the teacher's role as enabling the student to develop his own generalizations and values.

1539. Roeder, Harold H.; and others. Elementary Education: A National Summary of Required Methods and General Education Courses. Fredonia: State University of New York, 1971, 66p. [ED 054 918]

In this investigation to ascertain how many colleges and universities throughout the United States require prospective elementary teachers to complete a course in the teaching of reading, a questionnaire was sent to the president of each of 940 institutions. Of 916 responses received, 860 were used for data analysis. Approximately 89 percent of the surveyed institutions require a course in the teaching of reading. The teaching of reading is combined with another methods course, usually language arts, in 16.6 percent of the schools. About 3 percent offer highly specialized courses in reading, such as "Reading for Urban Teachers" and "Diagnosis for Classroom Teachers." It was also found that over 83 percent of the institutions require a course in children's literature, and that approximately 58 percent do not require a course in tests and measurements. The author concluded that, although the colleges and universities surveyed were attempting to prepare elementary teachers to teach reading, they had not gone far enough in this attempt. Summary tables for national and state findings and references are included.

1540. Ross, Marlene, comp. Preparing School Personnel for an Open Society; A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: National Education Association, ERIC Clearinghouse on Teacher Education; 1969, 98p. [ED 028 156]

Abstracts of 166 documents containing information on programs for preparing teachers to teach in an open society are synthesized and presented in this bibliography. The abstracts appeared in Research in Education prior to the inception of the Educational Resources Information Center's Clearinghouse on Teacher Education. Part One presents summaries of the abstracted documents classified in subject areas: preparing for school integration, preparing to teach minority groups, preparing to teach the urban disadvantaged, teaching adult education to disadvantaged populations, teaching Spanish-speaking pupils, teaching standard English to speakers of other dialects, teaching English as a second language, teaching reading in

secondary schools, teaching rural youth, teaching migrants, teaching superior students, and preparing to teach in college. The annotated bibliography appears as Part Two.

1541. Sartain, Harry W. Competencies for Teachers of Reading and the Related Language Arts. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, April, 1971, 18p. [ED 072 405]

This paper proposes a list of criteria for the stating of competencies for teachers of reading and the related language arts. Based on a recognition of the basic interrelationships among the language arts, each of the eight proposed criteria further defines adequate competency statements. Briefly stated, the author proposes that these statements should avoid jargon, provide specific and detailed guidance, specify desired teaching-learning acts, include a variety of options, state entry, advanced and specialization levels, and be grouped in modules. A tentative list of modules for teaching of reading and an example of a complete module on reading evaluation and diagnosis are given.

1542. Schiffman, Gilbert B. A Pattern for Improving the Effect of Reading Personnel. Paper presented at the Maryland Reading Institute, Silver Spring, Md., October 2-4, 1968, 15p. [ED 037 332. Available in "Position Papers in Reading: Reading in the Total School Curriculum," Louise F. Waynant, ed., 1969, pp. 19-33. University of Maryland, College of Education]

Greatest emphasis should be placed on the developmental and preventive aspects of the reading program, and the talents, skills, and responsibilities of the reading specialist should be redirected. At present too much time is spent by reading specialists in remediation work. To combat this and to work toward a total language arts program, a two-pronged attack is recommended. First, a sequence of reading skills should be developed, and second, knowledgeable teachers must be developed by effective inservice programs. As for the latter, the best teacher inservice program takes place at the local school level during the regular school day. To accompany this training program in the school's organization, nine recommendations are offered to help a school system develop a total reading program. References are included.

1543. Schindler, Alvin W. Developments Which Are Needed for Improved Teaching of Comprehension and Study Skills. Speaking to the Issues: Position Papers in Reading, pp. 57-75. College Park, Md.: University of Maryland, 1967, 19p. [ED 038 261. Not available from EDRS. Available from the University of Maryland]

The author believes that instruction for the development of comprehension and study skills in elementary and secondary schools is frequently accidental and inadequate. To some extent the blame may be placed on teachers and classroom conditions, but it also must be shared by authors of textbooks on reading instruction, by instructors who offer courses on the teaching of reading, by authors of basal readers and workbooks, and by supervisory personnel who work with teachers in classroom situations and

inservice programs. All these individuals must develop more uniformity in their identification of comprehension and study skills, must help teachers really understand and use the skills which they are to teach, must promote the use of various informative reading materials for reading instruction, and must help teachers develop procedures which can be applied effectively in meeting these responsibilities. The author gives suggestions as to how these responsibilities can be met. Four short reactions to the paper are included.

1544. Slobodzian, Evelyn B. Training Reading Teachers at the Graduate and Undergraduate Level--There Should be a Difference. Paper presented at the Annual Meeting of the International Reading Association, Detroit, May 10-13, 1972, 10p. [ED 062 098]

Common elements exist in undergraduate and graduate education of reading teachers in knowledge, skills, attitudes, and experience; however, the two groups differing in teaching experiences and preparing for different roles, require different programs. The first group, seeking the skills for effective teaching of reading in a classroom, requires continuing guided exposure and opportunities to test their abilities within regular classrooms in order to recognize and understand the interrelatedness of psychological principles, the function of reading in the classroom, and the characteristics of group and individual learning. Given these supervised experiences with many opportunities for discussion on problems encountered, they should be able to function at a level where they use their acquired knowledge and skills consciously. The second group, influenced greatly by past teaching experience and presenting an even greater spread of capabilities than the undergraduates, requires more careful screening in terms of performance and, frequently, specific placement into undergraduate work prior to admission into graduate study. Programs for admitted students should be individually designed according to their future roles. Graduate study should consist of advanced study--not remediation for inadequacies in undergraduate training. References are included.

1545. Smith, Carl B.; and others. Correcting Reading Problems in the Classroom. Final Report, Interpretive Manuscript No. 4. Bloomington: Indiana University, School of Education, 1969, 101p. [ED 024 848. Also available from International Reading Association ($3.00)]

The responsibility of the classroom teacher in the treatment and prevention of reading difficulties is discussed. An interpretation of research about a set of causes, model programs aimed at overcoming the problems, steps in setting up a program, and recommendations and guidelines for these programs are included. A discussion of how to identify specific skill deficiencies explains the use of teacher-made tests, classroom observation, and standardized tests. A description of sample techniques and of successfully operating programs suggests treating general and specific reading deficiencies by using a method which suits the particular needs, by properly organizing the classroom, by providing varied skill-building materials, and by adequately preparing the classroom teacher. Pitfalls to be avoided are noted. Explanations of terms and techniques in classroom diagnosis and a bibliography are appended.

1546. Telder, Thomas V. A Learning Center for the Development of Reading and Communication Potential. Park Ridge, Illinois: Park Ridge Township High School District Number 207, 1968, 8p. [ED 027 170]

The development of the Maine Township (Illinois) diagnostic and remedial learning centers, a Title III/ESEA project, is described. The remedial learning centers, located in three elementary school districts and in one high school district, are termed model programs because they are designed to treat pupils in that one school. Each learning center is staffed with a teacher consultant, reading specialists, and a learning disabilities teacher. The teacher consultant makes an initial educational assessment and develops a prescriptive educational program either in the classroom or with the specialists in individual or small group remedial classes. A basic tenet of this program is to provide continual diagnosis while an educational program is in progress. The teacher-consultant may refer the child to the diagnostic learning center for a more extensive multidesciplinary evaluation. Provisions for inservice training are made, including released time for workshops, conferences, and observations. Another phase of this program includes counseling for parents of children with learning difficulties. Future developments of the project are discussed.

1547. Wallen, Carl J.; and others. Training Teachers to Determine Learner Achievement of Objectives in Reading Instruction. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, 1969, 14p. [ED 028 126]

The effectiveness of an undergraduate program in elementary school reading methods, designed to train the prospective teacher to determine learner achievement in word recognition, comprehension, and rate and study, was investigated. Student teachers participated in simulated teaching experiences through self-correctional workbooks and, in the first two reading areas, through viewing video tapes of children reading. Each student teacher was then requested to write an informal test which would measure pupil attainment of a specific reading objective and fulfill three criteria: it would require a pupil response, it would describe an adequate response, and it would resemble the three reading categories as defined by the investigators. The same twenty tests were graded by four investigators to improve readability.

1548. Weiss, M. Jerry. A Model for Preservice Education of Secondary Reading Teachers. Paper presented at the International Reading Association Conference, Anaheim, Calif.: May 6-9, 1970, 9p. [ED 041 717]

This article is based on the premise that any preservice education program for secondary reading teachers is a must today in the field of teacher education. If everyone is to be able to read in the 1970s, teachers must become more innovative and responsible as they develop the skills and attitudes for change within the schools of the times. Flexibility, creativity, and resourcefulness must be part of each teacher's makeup. The solutions to problems in the schools lie in a close examination of the complex nature of the reading process, reflecting an interdisciplinary approach and including an analysis of

materials and methods useful for diagnostic and immediate followup activities. A description of a preservice education model for secondary reading teachers is divided into three areas: How does a reading teacher help secondary teachers understand what reading is all about? How does the reading teacher help his teachers know about the different abilities of students? and What methods and materials can be used by secondary school teachers to provide for the many differences in their classes? References are included.

1549. Williams, Richard P. The Final Report of the Institute for Advanced Study in Reading for Teams of Principals and Teachers, Grades 7-12, Conducted at New Mexico State University, October, 1967. Las Cruces, N.M.: New Mexico State University, Bureau of Educational Research. [ED 020 074]

This report presents an evaluation of the eight-week NDEA Institute for Advanced Study in Reading by the 27 participants and the director of the institute. Reading specialists from across the nation served as consultants. Administrators, supervisors, and teachers of secondary school reading who had not taken more than one graduate course in the teaching of secondary reading participated in the institute and were concerned with the institute's objectives, administration and organization, and instruction and staff. The success of the institute is attributed to the sufficient time provided for preplanning, the careful selection of consultants and participants, the use of a variety of activities and learning experiences, the availability of materials and equipment, and the flexibility of the daily schedule. Examples of the evaluation forms used and appendixes are included.

1550. Wilson, Margaret M. Instructional Methods for Reading Groups at U.C.L.A. Reading and Study Center. Prepared for the Seminar for Directors of College and University Reading Centers, International Reading Association Convention, Anaheim, Calif.: May, 1970, 6p. [ED 045 299]

The scope, rationale, staff, and instructional methods of the University of California at Los Angeles (U.C.L.A.) Reading Program are described. U.C.L.A. students come mainly from the upper level of high-school graduates and in college may have very demanding work loads. Consequently, the reading and study center has based its policies on student needs. The staff has a diversity of backgrounds and thus can help students in many academic problem areas. There is an individual interview instead of a formal reading test, and improvement is determined by ability to handle current course readings. Reading classes consist of a three-week group concerned with techniques for efficient and rapid reading, while six-week classes work on development of skills and/or the completion of set reading goals. Seven questions concerning the instructional methods at U.C.L.A. are stated and answered: for example, (1) How do you accommodate to differences in comprehension skills? (2) How do you encourage an awareness of the organizational patterns of writing? and (3) What do you do to promote rapid reading?

1551. Wilson, Robert M.; Barnes, Marcia M. Experimental Programs in an Elementary Classroom. Paper presented at Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 9p. [ED 063 585]

Suggested is a program in which a professor of education and an elementary school teacher would work as a team for their mutual benefit, the former suggesting theories and conducting demonstration lessons, the latter implementing and modifying theories in the classroom, with both participating in joint evaluation. Provided are five sample innovations (out of fifteen currently being used in such a program), each of which includes a theory, suggestions by the professor for classroom activities to test the theory, and accounts of teacher implementation of the suggestions. Some of the theories are: (1) "Children learn best when they feel accepted, loved, and needed in the classroom" (this resulted in children writing about class members as the personality of the week). (2) "Children learn best when they are involved in the selection of what they are to learn and can pace their own learning" (students selected their own spelling words and contracted to learn a given number in a week). and (3) "Children learn more when they evaluate their own performance than they do when the teacher evaluates it" (students evaluated their independent work both in terms of effort and result). Appendices of individual student achievement, as well as professor, teacher and student evaluations of the project are included.

## State Standards

1552. Kinder, Robert Farrar. State Certification of Reading Teachers and Specialists--Review of the National Scene. Paper presented at the International Reading Association Conference, Boston. April 24-27, 1968, 13p. [ED 019 201]

The certification requirements for reading personnel at the state level for fifty states, the District of Columbia, and Puerto Rico were studied. Questionnaires were mailed to the state education certification officers. Twenty-five of the 52 agencies polled required certification for reading specialists. Most states did not require special training for persons who taught or supervised reading classes or programs. The state agencies identified themselves and teacher-training institutions as the groups who initiated the certification program. Nine state agencies certified a reading specialist, eight a special teacher of reading, eight a clinician, seven a supervisor, and four a reading consultant. Eight reading certification credentials appeared to meet the International Reading Association's standards. Of the 27 states that did not have certification requirements, fifteen are in various stages of developing a program. Questions and recommendations are included.

1553. Schoeller, Arthur W. State Patterns in Wisconsin for Improving Reading Instruction through the Certification of Reading Teachers, Specialists, and Supervisors. Paper presented at the International Reading Association Conference, Boston. April 24-27, 1968, 11p. [ED 026 215]

Wisconsin's 1968 certification proposal for reading teachers, specialists, and supervisors is described in detail. A three-step sequence of advanced course work and direct experience in the field are proposed to prepare qualified personnel for the state schools. The proposal includes (1) recommendations for changing and improving the present requirements for the certification of remedial reading teachers, (2) special certification requirements for new teachers (a three-credit-hour course in reading is required), (3) requirements for certification as a Reading Teacher III--a full-time reading teacher (three years' teaching experience and an M.A. or its equivalent in advanced courses are required), (4) requirements for certification as a Reading Specialist II--a reading consultant diagnostician (the same preparation as Reading Teacher III plus a sixth year of specified graduate study are required), and (5) requirements for certification as a Supervisory Reading Specialist I--supervisor (the same preparation as a Reading Specialist II plus a seventh year leading to a Ph.D. or its equivalent are required). This proposal is in accord with the recommendations of the Internationl Reading Association's (IRA) Professional Standards Committee and, if accepted, will place Wisconsin's certification at a higher level than the IRA requirements.

## Adult Basic Education

1554. Hastings, Dorothy M. H. Significant Assets of Effective Teachers of Adult Reading. Paper presented at the International Reading Association Conference, Boston, April 24-27, 1968, 12p. [ED 025 374]

A basic consideration in selecting teachers of adult nonreaders should be the characteristics of the adult nonreader. While training and experience are essential, the most desirable characteristics of the effective teacher do not necessarily require degrees, certificates, or coursework. An awareness of the adult nonreader's attitudes, temperaments, motivations, family background, potentialities, and ultimate goals should enable the teacher to cope with the student's needs. This should be strengthened by the teacher's personal qualities: (1) acceptance of his own strengths, weaknesses, and responsibilities, (2) a genuine appreciation of the student's interests, (4) compassion and empathy, and (5) fairness to all students. The greatest potential, however, could be the former students of adult education classes who succeeded while retaining insight into the problems and hopes of functional illiterates.

1555. McKean, Robert C.; and others. First Course of Study for Teachers of Adult Basic Education Classes, Prepared Under Provisions of the Colorado State Plan for Adult Basic Education. Boulder: Colorado University, 1965, 68p. [ED 028 357]

This first course of study for Colorado adult basic educational teachers presents an outline of recommended content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course. The course is planned to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction. Suggested time allocations are: orientation of prospective teachers (1 hour); understanding the student in adult basic education (4-8 hours); adult teaching (2-4 hours); reading instruction (7-8 hours); teaching basic mathematics (2-4 hours); teaching language arts (2- hours); teaching social studies (2 hours); teaching general science (2 hours); adult guidance and counseling (2-4 hours); program evaluation and windup (2 hours). Case studies and an extensive bibliography are also included.

## Remedial Reading

1556. Adelman, Howard S. The Not-So-Specific Learning Disability Population: I. An Interactional View of the Causes of Learning Problems. II. Identification and Correction through Sequential and Hierarchical Teaching Strategies. Los Angeles: California University, 1970, 14p. [ED 047 886]

An interactional view of the factors of school success or failure is presented which encompasses the student's strengths, weaknesses, and limitations on the one hand, and specific classroom situational factors on the other. The child's success in the classroom is seen as dependent upon the congruity of his characteristics and the characteristics of the classroom in which he is required to perform. Therefore, the ability of the teacher to personalize instruction may be the most important single factor in preventing or mitigating learning difficulties for a number of students. It is suggested that children who have been labeled as learning disabled may be placed in one of three groups: children with major disorders which

interfere with learning, children who are adversely affected by the particular classroom situation, and children with minor disorders who have sufficient compensatory powers to cope with their problems under appropriate circumstances. A set of sequential and hierarchical teaching strategies is outlined involving a two-step process by which teachers can identify and attempt to meet the remedial needs of children in each of these groups. Finally, the roles played by specialized teaching techniques and materials in correcting such learning problems are analyzed.

1557. Comstock, Aldythe T. Remedial Reading Teachers--Where Do You Find Them. Newark, Del.: International Reading Association, 1967. [ED 013 728. Not available from EDRS. Available from International Reading Association]

The town of Batavia, Illinois, experimented with a plan for training its own reading teachers. Former teachers and other well-qualified individuals living in the community were hired to teach two to four days each week. During the preschool planning days, the special reading teachers (one for each elementary school) met with the reading coordinator to get an overall picture of the reading curriculum, the problems that might be encountered, and the materials needed. During the first weeks of school, the special teachers divided their time between meetings with the coordinator and periods in their own schools where they met the faculty and pupils, listened to reading problems, located teaching materials, looked up pupil records, or assisted classroom teachers. Children were referred to them by teachers or other individuals. Participation in the program was voluntary. Teachers reported that the children receiving this special instruction were better adjusted to the classroom situation and showed more interest in reading. Records of pupils' progress, their special interests and backgrounds, and materials they had read were kept. This article appeared in The Reading Teacher 29(April 1967).

1558. Hall, Joseph C. Role and Responsibility of the Black Reading Specialist. Paper presented at the Annual Meeting of the International Reading Association, Detroit, May 10-13, 1972, 16p. [ED 063 584]

The role of the black reading specialist is here defined on the basis of informal observations and of surveys distributed to reading specialists in predominantly black colleges and to deans of predominantly black graduate programs. Though the role of the black reading specialist includes all the tasks of the typical reading specialist, the black reading specialist has the following additional major responsibilities: (1) becoming more involved in the activities and functions of the major reading organizations, (2) contributing to research efforts to discover better ways of teaching disadvantaged children to read, (3) recruiting and training black potential reading specialists, (4) working with community groups and agencies, and (5) serving as consultants to local school districts and institutions of higher learning. The black reading specialist should attempt to work within existing organizations (reading, college, community) to strengthen the black role in these organizations. Special interest groups within organizations such as the International Reading Association could, it is suggested, help pool resources of black reading specialists. Black college students, particularly males, should be encouraged to go into the field of reading. References are included.

1559. Hansen, Halvor P. Language Training for Teachers of Deprived Children. Stockton, Calif.: University of the Pacific, 1969, 21p. [ED 040 744]

This paper suggests that the main reason for the failure of many children to learn to read may be that reading programs often require the child to begin reading before he has developed oral language skills. By three years of age, the child has acquired almost all the linguistic rules needed to produce basic, or kernel, sentences, which consist of subject, auxiliary, and predicate. Language programs for young children should work with the two major aspects of linguistic activity: competence (internalized knowledge, or rules of grammar), and performance (the use the child makes of that knowledge when speaking). Transformational grammar may be used as a tool to expand the child's language; this is discussed in terms of Jacobs' (1968) writing on deep structure and surface structure. A first principle of language teachers is to listen to and respect the language the deprived child brings with him to the classroom, then extend his ability to communicate by addition of a new social dialect. Teachers must know how to assess the child's linguistic skills, identifying areas of competence and performance, so that individualized instruction may be planned. Classes should stress student involvement and utilization of the child's own sentence patterns as a means for the teacher to direct the child's own discovery of transformations of more complex speech patterns.

1560. Herber, Harold L. Centers to Train Secondary School Reading Consultants in Programs for Teaching Reading in Subject Areas. Final Report. Syracuse, N.Y.: Syracuse University, Reading and Language Arts Center, 1971, 18p. [ED 058 007]

A three-year project focused on problems related to teaching reading in content areas in secondary schools. The project was sponsored by the United States Office of Education and supported ten doctoral students in their doctoral studies, eight interns, a graduate assistant, and a research student. Six interrelated doctoral dissertations were completed, focusing on two broad areas: (1) how to prepare students for the reading of specific subject matter materials and (2) how to guide students' reading and reasoning so they are learning process as well as content. Their main concerns were prereading activities, development and testing of cognitive organizers, guided reading and development of guide materials, intraclass grouping, vocabulary development, a comprehension model, and a research model. A monograph, Research in Reading in the Content Areas: First Year Report, was also developed. The author reports here the background, the method used, [illegible] significant findings of the project. He also reports on the means used to disseminate the findings and makes recommendations for future efforts. References are included.

1561. Indrisano, Roselmina. The Consultant: "Andragogue & Pedagogue"; Effective Utilization of Reading Consultants. Paper presented at the Annual Meeting of the International Reading Association, Detroit, May 10-13, 1972, 8p. [ED 063 587]

The conclusion shared by many studies of instruction--that the teacher is the most significant variable in the child's learning process--suggests that the major focus of the efforts of the reading consultant will discover these assumptions about adult learning provide a viable structure: (1) the adult views himself and must be viewed by others as capable of self-destruction, (2) the adult's experience constitutes an integral part

of his self and is a valuable learning resource, (3) the adult's "now" time perspective requires that learning ends in immediate application, and (4) the adult orientation to learning is problem--not subject matter-centered. Using a team approach to solve problems encountered in reading instruction, the consultant can lead teachers, other professionals, aides, and parents (as appropriate to the situation) to a consideration and application of the multitude of resources, methods, and programs already in existence.

1562. McNeil, Shirley. The Role of the Reading Coordinator. Excerpt from Manual for Reading Coordinators in the Detroit Cities Project, 1965, 6p. [ED 001 005]

An important part of the reading coordinator's task is concerned with corrective work in the language arts. Coordinators serve as consultants to teachers. In addition, they may be expected to work with small groups of under-achievers to motivate and stimulate them to meet school requirements with some degree of success. Work may involve guidance and counseling, therapeutic instruction, planning and evaluating of progress and achievement, and developing new materials as needed. Through conferences, demonstration lessons, inservice meetings, and discussions, the coordinator will assist classroom teachers with methods and materials requested. Work should be with the entire faculty. From student records, the coordinator will get a "picture" of the child and will help administer tests to determine deficiencies. A program of instruction should be provided to meet the needs of culturally different youth, to help each child attain some measure of success to instill confidence in pupils, and to help teachers enrich their experimental backgrounds. Related duties include maintaining liaison with speech teachers and informing parents of the special help given to the children. The program should be housed in a permanent room where all books, magazines, and other necessary teaching aids and professional literature will be available.

1563. Maxwell, Martha J. Training College Reading Specialists. Newark, Del.: International Reading Association, 1966, [ED 013 721. Not available from EDRS. Available from Journal of Reading 10 (1966)]

The University of Maryland, aiming to develop a pool of trained reading personnel to carry out the program offered in the Reading and Study Skills Center, introduced a special graduate reading course, "Internship in College Reading and Educational Skills." The practicum meets two hours weekly, carries three hours credit, and is open to doctoral students who are majoring in college student personnel, or planning to work in developmental reading. Supervised experience in working with college students who have educational skills problems is provided. One session per week is a lecture on the theory of different aspects on college reading, and the second is a demonstration and discussion of techniques, materials, and equipment. Extensive readings are assigned weekly, and trainees are required to participate in the following activities: testing and diagnosis of learning difficulties, familiarization with materials and equipment used in educational skills improvement supervising students working in the laboratory, evaluating student progress, preparing and discussing case

studies, conducting and evaluating research in college reading, conducting followup interviews, developing new materials, and student evaluation. The sixteen lecture topics, the required outside readings, the rating scale for student evaluation, and references are given.

1564. Maxwell, Martha J. What the College Reading Teacher Needs to Know about Reading. Paper presented at the Western College Reading Association Meeting, March 28, 1969, 9p. [ED 046 646]

Weaknesses in the reading course background and the high turnover rate of many college reading specialists along with an increased demand for these people to help disadvantaged college youth, led the author to develop a course and practicum for graduate students who wished to enter this field. The course included these topics: (1) philosophy and objectives of college reading programs, (2) diagnostic and screening procedures and instruments, (3) instructional methods and techniques, (4) evaluation of materials and equipment, (5) techniques for teaching specific reading skills, (6) problems that affect individual improvement, (7) establishing and administering a college reading program, and (8) assessing individual improvement and evaluating the reading program. The practicum contained in testing and diagnosis, setting up individualized improvement programs, using materials and equipment, evaluating student progress, preparing case studies, conducting research, conducting followup interviews, and developing new materials. References are given.

1565. Morrill, Katherine A. A Comparison of Two Methods of Reading Supervision. The Reading Teacher (19), 1966, 7p. [ED 010 974]

The roles of a reading consultant in two situtations--as a catalyst in a group and as a "helpful friend" in a one-to-one situation--were compared in a 1964 study. Thirty-five first-grade classrooms and 35 teachers in ten schools in Wallington, Connecticut, were divided into two groups. In the five control schools (method 1), consultant help was given at the request of the teacher or principal on a one-to-one basis. Teachers in the experimental group (method 2) were released from class one-half day twice a month for a series of group meetings with the reading consultant to discuss problems and exchange ideas. A pupil-service inventory was completed by each participating teacher eight times during the 140-day study. Student growth was tested by a battery of tests including the Gates Primary Reading Test. Although no significant differences were found between experimental and control group test scores, method 2 was favored by teachers involved in the study. Teacher comments about method 2 and consultant recommendations are given. While the statistical results did not favor method 2, the value of the study was apparent in improved teacher attitude.

1566. Otto, Wayne. The Principal and the Reading Resource Teacher Program. Paper presented at the International Reading Association Conference, Anaheim, Calif.: May 6-9, 1970, 7p. [ED 041 713]

The school principal's leadership role in the operation of the Reading Resource Teacher Program is discussed in terms of (1) his conception of the total school reading program, (2) his perception of and relationship to the reading resource teacher, (3) his efforts to secure faculty support for both the overall reading program and the Reading Resource Teacher Program, and (4) his administrative responsibilities in support of the program. The school principal has the critical role in the planning, implementation, and operation of the Reading Resource Teacher Program at the building level. He is the link between the teachers and the administrators of the school system, so he must understand, direct, and support any program that is to succeed in his building. Some of his administrative responsibilities that are directly related to the Reading Resource Teacher Program include budgetary, staff, and liaison considerations. References are included.

1567. Serwer, Blanche L. Education and Careers of Remedial Reading Specialists in New York City. Paper presented at the Tenth Annual Congress of the Inter-American Society of Psychology, Lima, Peru, April 2-6, 1966, 11p. [ED 019 196]

Practices related to the education, training, and careers of reading remediation specialists in New York City are reviewed. New York City was studied because its program of remediation is expanding to meet the needs of large numbers of disadvantaged children, many of who are severely retarded in reading. The study indicated that New York City requires no advanced education degrees in this field and does not offer additional salary for advanced preparation. Special positions such as corrective reading teachers, reading improvement teachers, district consultants, and reading counselors are filled with classroom teachers who are untrained as specialists. Local universities offer higher degrees for reading specialists, but, because of salary differentials offered elsewhere, trained personnel seek employment elsewhere. Tables and references are included.

1568. Smith, Carl B.; and others. The Specialist's Role. Treating Reading Disabilities. Prep-5. Wash., D.C.: Office of Education (DHEW), Bureau of Research; Office of Education (DHEW), Washington, D.C. Division of Information, Technology, and Dissemination, 1969, 78p. [ED 034 081]

This fourth monograph in the PREP Reading Series concerns the role of the reading specialist who gives specific and concentrated treatment to individuals and groups of children. He works closely with the classroom teacher, either in one school or in several. Related documents in this kit are: (5-B) "References"; (5-C) "Diagnostic and Correctional Procedures for Specific Reading Skills"; (5-D) "Individualizing Reading Instruction"; and (5-E) "ERIC Keeps the Specialist Informed." For related documents in this series, see ED 034 078, ED 034 079, and ED 034 080.

1569. Smith, Carl B.; and others. Treating Reading Disabilities: The Specialist's Role. Bloomington: Indiana University, 1969, 81p. [ED 032 698]

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction.

1570. Smith, Carl B.; and others. Treating Reading Disabilities--The Specialist's Role. Final Report. Interpretive Manuscript No. 3. Bloomington: Indiana University, School of Education, 1969, 120p. [ED 024 850. HC not available from EDRS. Available from International Reading Association]

The role of the reading specialist as a remedial reading teacher or as a reading consultant helping to overcome reading problems in a single school is presented. Various levels of diagnosing the extent of reading problems within the school are discussed, including the use of tests, informal inventories, and environmental factor assessment. Reading disability treatment is discussed in terms of demonstrating the need for the program, selecting the children, organizing remedial classes, and using special equipment and materials. Model programs operating in eleven school districts throughout the United States are described. They include programed tutoring, use of the coordinator as a teacher consultant, small group remedial work. Use of student tutors, use of physical education to develop reading skills, teacher-parent interaction, use of special equipment and materials, a compensatory program for the disadvantaged, a junior high special class, and preventive programs. Nine steps for remedial reading program organization are listed, and common pitfalls are noted. Sample exercises for diagnostic and correctional procedures are given for perception, word identification, comprehension, reading rate, and oral reading skills. Various procedures for individualizing classroom instruction are recommended. A bibliography is included.

1571. Smith, Richard J. The Role of the Reading Resource Teacher. Paper presented at the International Reading Association Conference, Anaheim, Calif., May 6-9, 1970, 10p. [ED 042 578]

The Reading Resource Teacher Program established in the Madison, Wisconsin Public Schools is described. Volunteer classroom teachers were given twenty hours of special training in reading and one-half day a week released time to assist their principals in reading curriculum development. Such consideration as cost, teacher-ability differences, staff acceptance, and additional training programs are discussed. Because each principal utilizes the services of the reading resource teacher according to the reading

curriculum needs of his school, the roles differ among the participating schools. The various roles described include acting as a liaison person with central office consultants, establishing tutorial programs, providing diagnostic services, purchasing instructional reading materials, supporting the classroom teacher, providing specialized teaching, and serving on curriculum committees.

School Personnel

1572. Dady, Milan B., comp.; and others. An In-Service Training Manual for Teacher-Aides. Morehead, Ky.: Morehead State University, 1969, 228p. [ED 044 549]

The manual is divided into 26 lessons aimed at discussing the functions of teacher aides, their relationship with the teachers and children, and the part they play in an educational system. Some of the topics discussed are: need for training teacher aides; training for partnership; the role of public schools in American society; the role of the teacher in the public schools; child training; child behavior; characteristics of a good teacher; course planning; subject analysis; teaching methods; testing; teacher and teacher aide relationship; responsibilities of teachers; secondary education; school and home relations; group and individual training; home visitation; reading and arithmetic instruction; mastering of duplicating techniques and machines; personality characteristics; slow learners; preparing instructional materials; health education in schools; improving children's interpersonal relations; working in the library; care, use, and operation of audiovisual equipment; and career opportunities for teacher aides.

1573. Dauzat, Sam V. Wise Utilization of Human Resources: The Paraprofessional in the Reading Program: Paraprofessionals and Reading. Paper presented at the International Reading Association Meeting, Detroit, May 10-13, 1972, 10p. [ED 063 081]

Paraprofessionals have valuable roles to enact in the effective reading program; however, paraprofessionals in the classroom are justified only to the extent to which educational benefit accrues to the children in that classroom. Professionals must devise strategies whereby the resources in the classroom may be most effectively utilized and whereby the professional and paraprofessional may function as an educational team. Professionals must not squander on nonproductive tasks the potential source of rich opportunities for children which the paraprofessional represents. The professional teacher of reading must assume the key role, while the paraprofessional assumes a supporting one; but this relationship should enhance the opportunities of each to make a positive educational impact on the lives of children in the reading program.

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1574. Goldzer, Beatrice F. Primer for Perception: A Manual Designed to Help Professionals, Para-Professionals and Volunteers Help Children "Learn to Learn." Pittsburgh: Action-Housing, Inc., 1970, 131p. [ED 063 612. Not available from EDRS. Available from Materials for Volunteer Tutors, 5808 Ferree Street, Pittsburgh, Pennsylvania 15217 ($7.50)]

This manual for use by professionals, paraprofessionals, and tutors provides ten multi-level, multi-purpose units for teaching children with reading, writing, or speech problems. The units were designed for use with preschool through sixth-grade students and consist of games, exercises, drills, evaluation, and suggestions for activities. The manual is suggested for use with one-to-one student-teacher situations but can be adapted for use with two or three students. Each unit has a subject, such as "Going Fishing," "Comic Books," or "Favorite Television Shows," and the unit activities center around these subjects. Other unit subjects are "After School," "Amusement Parks," "Sports," "Cars, Bikes, Wagons," "Newspaper Boys," "Space," and "Animals." The exercises are designed to develop learning skills, memory, word recognition, study skills, listening skills, vocabulary, perception skills, and writing skills by relating these skills to environments and situations familiar to the students.

1575. Helm, Phoebe. A Program to Train Paraprofessionals in Reading Instruction. Paper presented at the National Reading Conference, Tampa, Fla., December, 1971, 13p. [ED 059 855. HC not available from EDRS. Available from National Reading Conference]

As a community service, Jackson State Community College has developed programs for training paraprofessionals in the field of reading and communication skills to become proficient enough in the instruction of reading skills to assist disabled readers. The suggested sources of paraprofessional trainees are college students, mothers, company wives, elderly people, and groups of concerned citizens. The training program is broken into three distinct phases: theory, practicum, and supervised employment. In the theory phase, the trainees are tested for knowledge of reading skills and provided with instruction in the methodology of teaching reading skills and the preparation and use of materials. In the practicum phase, the trainees are involved in preparation of materials and consultation with the reading specialist, tutoring of students, and in self-evaluation. The supervised employment phase involves periodic visits by the reading specialist to provide on-the-job assistance to the paraprofessionals and a weekly seminar. A pilot project has been conducted, and application is being made for funds to conduct a comprehensive program. A flow chart for the training process, a list of materials to be used, and references are included.

1576. Laffey, James, Perkins, Phyllis. Teacher Orientation Handbook. Washington, D.C.: National Reading Center Foundation, 42p. [ED 068 460]

This handbook presents an orientation program for volunteer reading teachers. Four units covered include an overview of the volunteer tutoring program, the classroom teacher's public relations role in the program, implementation of the tutoring program, and the classroom teacher's administrative or managerial role in the volunteer tutoring program. Each

unit is divided into sections covering different aspects of the unit and a final review section. (Related document is ED 068 459.)

1577. Littky, Dennis; Bosley, Lenora. A Contingency Management Program in Urban School Classrooms. Paper presented at the Eastern Psychological Association Convention, April 3, 1970, 30p. [ED 041 966]

The project described in this study was implemented in the Ocean Hill-Brownsville Demonstration School District, Brooklyn, to train teachers and paraprofessionals (parents from the community) to work within their present structures, using the principles of behavior analysis as a means for teaching children to read, for controlling behavior problems, and for conducting more efficient classrooms. The project was conducted in an inner city elementary school whose population was 85 percent black, 10 percent Puerto Rican, and 5 percent white. The subjects were from five second-grade classes. In experimental and control classes, data were collected by observation of the children for twenty minutes per day, five days per week. Five one-hour workshops were conducted for the teachers and paraprofessionals to introduce a motivational and behavioral management program and to teach a contingency management system. Further training was provided by bi-weekly meetings to discuss programs and problems. Results showed an increase in the experimental classrooms of the average percentage of children working on their programed reading books, compared to no increases in the control classroom. Test formats and results, charts, and a bibliography are appended.

1578. Lundblad, Helen; Smith, Carl B. Tutors Trainers Handbook. Washington, D.C.: National Reading Center Foundation, 64p. [ED 068 459]

This guide is an aid to trainers of tutors who will work with primary grade children in reading tasks. There are twelve units contained in this program: the tutor's role, human relations, giving an interest inventory, setting instructional objectives, assessing reading difficulty, the lesson plan, evaluation of student success, reading instruction practice, prereading and language experience activities, and questioning in the content areas. Each unit contains an introduction, statement of objectives, outline and summary of topics, discussion questions, and evaluation instruments. Provision is made for tutor self-evaluation. (Related document is ED 068 460).

1579. Mauser, August J. Why Paraprofessionals in Reading? Paper presented at the International Reading Association Convention, Detroit, May 10-13, 1972, 10p. [ED 063 086]

Although reading paraprofessionals are not to be considered as teacher substitutes (they are frequently used in routine and mechanical matters, freeing the regular teacher for more individualized instruction and lesson planning), they can make significant contributions in classroom instruction, student motivation, and public relations. Research has shown that by giving proper training to paraprofessionals (e.g., use of the Peabody Language Development Kit), more positive results in students' reading progress--increased attention span, gains in readiness, and increased word recognition--are achieved. Proper training also makes possible the use of educable mentally retarded adolescents, juvenile delinquents, senior citizens, and Viet Nam veterans as paraprofessionals. Studies further show that when their behavior is programmed, paraprofessionals are successful not only in

developmental reading programs, but also as remedial reading assistants. Furthermore, use of paraprofessionals fosters positive community attitudes and increased community involvement. (Appended are references and a sample of reading students' attitudes toward paraprofessionals.)

1580. Miller, James Lee. A Comparison of How First Grade Classroom Teachers With and Without Full Time Teacher Aides Utilize Instructional Time and the Effect of Aide Utilization upon Academic Performance of Children. 1970, 194p. [ED 043 595]

This study was designed to compare the utilization of instructional time of first-grade classroom teachers with and without full-time teacher aides, to compare the academic performance of children in these two groups, and to examine the relationship between teacher and aid activity. A subpurpose was the development of an observation instrument to provide a timed record of teacher behavior, and this was found to be valid and reliable. Five research questions were formulated and statistical hypothes were established to answer them. Ten teachers with aides and ten without were studied by trained observers for four 10-minute periods. Pupil achievement was measured by the Lee-Clark Reading Readiness Test at the end. No significant difference was found between the two groups of teachers in clerical activities, routine activities, total group instruction, or differentiated instruction. The teachers with aides spent more time in clerical activities and total group instruction. There was no common pattern of aide activity and teacher activity. There was no evidence that the aides provided more instructional time leading to improved pupil performance, although it seemed that teachers with aides were somewhat more successful in improving the achievement of lower level pupils.

1581. Proceedings of the Right to Read: The Role of the Volunteer. Proceedings of a Workshop at the Washington Technical Institute, Washington, D.C., March 30-31, 1970, 80p. [ED 045 317]

The workshop, stressed the need for and the role of volunteers in the "Right-to-Read" Program. Topics for major addresses included the role of the volunteer, training of volunteers and the responsibility for such training, and a report on Sesame Street. Training demonstrations were given on the role of the volunteer in child development and in utilizing methods and materials. Panel discussions were held on a number of topics related to volunteers, including methods and skills, materials, training, recruitment, and funding. Complete texts of the major addresses are supplemented by summaries of the discussions. A directory of publishers is also included.

1582. Rauch, Sidney J. Using Paraprofessionals as Reading Aides. Paper presented at the International Reading Association Conference, Anaheim, Calif.: May 6-9, 1970, 14p. [ED 040 030]

The use of paraprofessionals in the schools has been accepted on a nationwide scale. It is no longer a question of whether they should be used in the classroom, but how best to prepare them and to use their talents and potential. The author offers suggestions and guidelines for accomplishing these goals. Topics covered were (1) selection, including such precautions as making sure everyone concerned knows that the classroom teacher is in

charge, and correctly teaming classroom teacher and paraprofessional; (2) preparation of paraprofessionals as reading aides and provision for their advancement; (3) the instructional program (preservice and inservice), including a suggested listing of basic topics to be covered; (4) reading jobs for the paraprofessionals; and (5) teacher evaluation of paraprofessionals, including a sample evaluation form. A bibliography is included.

1583. Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. New York: Teachers College Press, Columbia University, 1965, 51p. [ED 072 415. Not available from EDRS. Available from Teachers College Press ($1,50)]

This booklet is intended for the volunteer reading teacher who may not be familiar with methods for teaching reading, the materials available, or the unique needs of the disadvantaged child. Chapter 1, "Children, Reading and You," clarifies the goals of the volunteer and explains some of the students' needs. Chapter 2, "The First Meeting," outlines a procedure for the volunteer to acquaint himself with the intended student(s). Chapter 3, "Some Suggested Activities," provides some ideas for activities connected with reading that will enhance the effectiveness of the reading program. Chapter 4, "Methods and Materials," offers information on word lists, phonics, and teaching methods for word recognition skills, vocabulary development, and reading comprehension. Chapter 5, "Helping Children to Read with Understanding," offers lists of available games, workbooks, and reading materials appropriate for the child. Chapter 6, "Appropriate Books for Remedial Teaching," suggests controlled vocabulary series and helpful bibliographies. Finally, Chapter 7, "Evaluation and Referral," offers guidelines for deciding when to refer children for professional help and suggestions for places the volunteer can turn to in his own community.

1584. Utilization of Paraprofessional Personnel in Intensive Remedial Reading. End of Project Report. Hammond City Schools, Ind., 1970, 104p. [ED 046 643]

An ESEA/Title III program designed to expand services in remedial readers through the use of paraprofessional personnel is described. The greater part of the report explains the need for such a program, selection and training of paraprofessionals, materials, project implementation, parental involvement, and inservice training of the professional staff. In the preservice training of 24 paraprofessionals, attention was given to psychology in dealing with underachieving adolescents, rapport in professional relationships, ethics, audiovisual aids, motivational techniques, and practical experience. Certificated teachers made the professional decisions of disability diagnosis, material selection, and formulation of instructional objectives; paraprofessionals carried out the plans of the professionals. The remainder of the report deals with (1) subjective program evaluation through the use of questionnaires to program participants, principals, content-area teachers, and parents, and (2) objective evaluation of 832 pupils in grades 6, 7, and 8, who received remedial instruction during the three years of the project, and 197 control pupils. The reading growth of children receiving instruction through paraprofessional services led to the conclusion that such a staff can make a significant contribution to the remedial instruction of middle-school pupils. Tables and appendices are included.

Teacher Attitudes

1585. Johnson, Wendell. Survey of Faculty Attitudes and Practices Pertaining to Student Reading and Writing. Speech given before the faculty of Diablo Valley College, Concord, California, 1967, 9p. [ED 029 905]

A brief statement of the purpose for the interviews of 35 faculty members outside the English department at Diablo Valley College concerning the improvement of student reading and writing skills, is followed by sampling of ten questions used in conducting the interviews to discover teacher requirements, evaluation criteria, problems, involvement, interest, and suggestions. After noting general impressions, the paper proceeds to outline and discuss at some length the instructors' attitudes and practices. Recommendations for implementing the total faculty responsibility for language skills development conclude the report.

1586. Miller, Donald M.; and others. Elementary School Teachers' Viewpoints of Classroom Teaching and Learning. Madison: Wisconsin University, Instructional Research Laboratory, 1967, 458p. [ED 046 904]

This report describes three years of research on identifying, categorizing, and comparing teachers' ideas about teaching. The study used two different groups of 32 Wisconsin elementary school teachers selected according to a stratified random sampling procedure. The first group of teachers participated in a taped two-hour interview on their ideas about teaching. From the interview tapes, "content units" containing specific ideas about teaching procedures were identified. The second group of teachers were then asked to sort the content units into categories according to the similiarities and dissimilarities which they discriminated among the units and to express the substantive meaning which they attached to each category. A latent partition model was then used to identify 32 categories perceived by the teachers. Several replications of this experiment were made using single-word verbs associated with teaching as the content units. This made possible faster sorting and computerized analysis of the data. In addition, a questionnaire was administered in which teachers evaluated the contribution to learning of each of the content units. (The document contains samples of all materials used in the project, including a sample sorting kit.)

1587. Otto, Wayne; Smith, Richard. Junior and Senior High School Teachers' Attitudes toward Teaching Reading in the Content Areas. Paper presented at the National Reading Conference meeting, Los Angeles, December 5-7, 1968, 11p. [ED 026 226. Not available from EDRS. Available from the 1968 Yearbook of the National Reading Conference]

A fourteen-item inventory was designed to determine the attitudes of secondary teachers toward the teaching of reading by checking their perceptions of their personal role in content-area reading instruction, their personal preparation and ability to teach reading, the actual task of teaching reading skills, and the role of reading specialists at the secondary level. Respondents were 87 faculty members from Wisconsin junior and senior high schools. An analysis of each item is presented on a five-point scale, ranging from strongly agree to strongly disagree. The inventory showed that teachers recognized the need for a continuation of reading instruction

at the secondary level, that they were willing to accept the responsibility for teaching reading in the content areas, and that they felt a need for more training to do the job. References are included.

1588. Sandefur, J. T.; and others. An Experimental Study of Professional Education for Secondary Teachers. Final Report. Emporia: Kansas State Teachers College, 1967, 150p. [ED 022 724]

As an outgrowth of concern with whether or not the present content of teacher education affects the behavior of teachers in the classroom, a study was designed to compare the behavior of 52 secondary education students in a conventional program with that of 62 students in an experimental program. The experimental program coordinated laboratory experiences of observation and participation with selected readings and seminars in the foundation areas of psychology, philosophy, sociology, and anthropology. Data derived from the classroom observation record, a system of interaction analysis, the National Teachers Examination (NTE), and student teaching grades were analyzed using T-test and analysis of variance. Results showed significant differences in the teaching behavior of the two groups: The experimental group received more desirable behavioral ratings, but the control group made significantly higher scores on the professional education section of the NTE. The implications are that programs stressing possession of factual information about professional content are less likely to produce desirable teacher behavior than are those stressing laboratory experiences which are made relevant to content and theory. Included are a 15-item bibliography, 34 statistical tables, and a 40-page description of the experimental program, most of it drawn from the diary of an observer-participant.

1589. Rutherford, William L. Analyzing Classroom Instruction in Reading. Paper presented at the International Reading Association Conference, Anaheim, Calif., May 6-9, 1970, 14p. [ED 042 584]

A method for analyzing instructional techniques employed during reading group instruction is reported, and the characteristics of the effective reading teacher is discussed. Teaching effectiveness is divided into two categories: (1) how the teacher acts and interacts with children on a personal level and (2) how the teacher performs his instructional duties. Teacher behaviors in the affective and cognitive domains are considered. To combat the inefficient and ineffective uses of instructional time, a guide for observing reading instruction, designed to be used by two observers, was developed. Data are to be collected in the following areas; (1) time spent in teacher talk, (2) time spent in student talk, (3) number of interchanges between teacher and student, (4) time each student talks or reads aloud, (5) types of teaching activities, and (6) approximate time spent on each activity. Uses of the guide, notational procedures, and examples are presented. References are included.

1590. Winkeljohann, Sr. Rosemary, ed. The Politics of Reading: Point-Counterpoint. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills; Newark, Del.: International Reading Association, 1973, 78p. [ED 073 447. Also available from International Reading Association (Order No. 853, $2.00 non-member, $1.50 member); National Council of Teachers of English

(Stock No. 04131, $2.00 non-member, $1.80 member)]

Neil Postman's article, "The Politics of Reading," reprinted here from the May 1970, Harvard Educational Review, is the core of this book. Eight persons involved in various ways in the communications field (Claudia Converse, Ralph Staiger, William Jenkins, Robert E. Beck, John Donovan, Frank Smith, Lee Deighton, and Robert F. Hogan) reply to Postman's thesis that print media is becoming obsolete and reactionary and that, hence, we should not be so insistent on teaching everyone to read. In addition, Postman asks, "What is reading good for?" and each respondent addresses himself to this question as well. The book ends with a reply by Postman. Directed to the entire reading profession, the book is designed to provoke discussion rather than to provide definitive answers to difficult and controversial questions.

## Questioning Techniques

1591. The Art of Questioning in Reading. Los Angeles City Schools, Calif. 1966, 18p. [ED 011 827]

An instructional bulletin for workshop use to assist teachers in developing thought-provoking questions is presented. Derived from Bloom's Taxonomy of Educational Objectives and Classroom Question--What Kind, the publication illustrates the possible use of a taxonomy of questions in the classroom. Four sample lessons illustrate examples of questions on the adult level, the primer level, and on the second- and sixth-grade levels. These questions may be used during the initial reading of material, the directed rereading, or in the follow-up period. The lessons introduce questions in a sequential order of difficulty. Anticipated pupil responses are given. References are included.

1592. Meehan, Sr. Trinita. The Effects of Instruction Based on Elements of Critical Reading upon the Questioning Patterns of Preservice Teachers. Final Report. Bloomington: Indiana University, 1970. [ED 045 593]

This study was designed to show the effects of three instructional strategies incorporating the use of the cognitive and affective taxonomies on the kinds of questions preservice teachers ask children in reading instruction. The strategies, administered to 120 preservice elementary teachers enrolled in language-arts methods classes, involved (1) traditional approaches without any emphasis on the kind of questions asked, (2) the use of Krathwohl's taxonomy of the affective domain, and (3) the use of Bloom's taxonomy of the cognitive domain. A post-test required ten teachers from each group to teach a video-taped mini-lesson, and the questions asked by them were classified in four categories: cognitive-memory, convergent, divergent, and evaluative. Analysis of variance, T-tests, and chi-square procedures were applied to the data, and the following findings obtained: (1) as a result of analysis of variance, the three strategies did not show any significant differential effects; (2) as a result of multiple T analysis, the cognitive group showed a significantly larger use of critical-type questions than the traditional group; and (3) the affective group showed

a significantly larger use of critical-type questions than the traditional group; and (3) the affective group showed a favorable tendency toward the increased use of evaluative-type questions compared with the traditional group.

1593. Trosky, Odarka S. Modifications in Teachers' Questioning Behavior in the Development of Reading Comprehension and a Series of Supervisory Conferences. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 21p. [ED 051 982]

The relationship between teacher questions and a series of supervisory conferences designed to modify those questions from recall and recognition to higher levels of comprehension was investigated. Five Toronto, Ontario, third-grade teachers were randomly selected to participate in the study, and their progress was recorded through individual case-study reports. The first two conferences were intended to make teachers aware of type of questions and levels of comprehension, and the final conference gave teachers an opportunity for self-analysis of changes in their behavior. Tapes of classroom reading lessons were made previous to each conference for use in the conference. As a result of the conferences, four of the teachers made modifications of their behavior, decreasing the number of recognition questions. Two teachers made the changes at the end of the first conference, the others by the end of the second. The fifth teacher, who did not actually make changes, indicated an understanding of how to do so after the self-analysis conference. It is suggested that supervisory conferences such as those used in this study might be of benefit in inservice programs. References and tables are included.

Inner City

1594. Campbell, Clyde M., ed. Toward Perfection in Learning: Case Histories of Community Schools in Action. East Lansing: Michigan State University, Mott Institute for Community Improvement, 1969. [ED 028 120. Not available from EDRS. Available from Pendell Company, 4212 Concord, Midland, Mich.]

Participants and staff of the Mott Institute for Community Improvement report on experimental work in preparing teachers for inner city public schools. In the opening chapter, a five-level program of spiralling involvement in inner city schools for teacher candidates is diagramed, and there are brief descriptions of program applications in public schools in Flint and Detroit, Michigan. One of the main emphasis of the Mott Institute's program, to develop learning motivation (using enrichment tutoring of disadvantaged youth to improve their self-concept and to prevent dropouts), is discussed with detailed case histories of participating student teachers. Final sections deal with home-school-neighborhood cooperation, a one-year project designed to follow a student through eight years of improving language and reading skills through individualized instruction, a particularized program and curriculum for the preparation of community school directors, strategies for middle-class schools in preparing for disadvantaged children, proposals for a program to encourage children to recognize and accept individual differences as a

means to self-understanding, evaluations of a summer enrichment program for reading instruction, and a summary of project evaluation methods devised for the program.

1595. Clothier, Grant M.; Hudgins, Bryce B. Unique Challenges of Preparing Teachers for Inner-City Schools: Progress and Prospects. Washington, D.C.: ERIC Clearinghouse on Teacher Education; Kansas City, Mo.: Mid-Continent Regional Educational Lab, Inc., 1971, 26p. [ED 056 971. Also available from Mid-Continent Regional Educational Laboratory, 104 E. Independence Ave., Kansas City, Mo. 64106 ($0.75)]

During the 1960s, there was growing awareness that without competent teachers who understand the problems of ghetto life, further deterioration of the educational process was virtually assured. The first half of this paper traces the growth of this awareness through the writings of leading educators and through an examination of teacher education programs which were established to implement their proposals. These include Project 120 at Hunter College, the Associated College of the Midwest Urban Semester Program, the Inner-City Teacher Education Project, the Inter-Institutional Program Development Project, the Sausalito Teacher Education Project (STEP), and the Cooperative Urban Teacher Program (CUTE). The second part of the paper deals with future prospects for inner-city teacher education and examines the challenges facing the teacher, economic factors affecting teacher supply and demand, and the desirable characteristics of inner-city teachers. The need for exposure to inner-city conditions during training is emphasized, as are the problems of language and communication, reading skills, individualized instruction, and the increased use of paraprofessional personnel.

1596. Levine, Daniel U.; and others. Report of the Westside Workshop on Teacher Training and Curriculum Adaptation in the Inner City; An Institute to Help Teachers Develop and Adapt Instructional Materials . . ., February, 1966-February, 1967. Kansas City, Mo.: University of Missouri, School of Education, 1967, 205p. [ED 024 734]

The purposes of this project were (1) to help teachers prepare "consumable" instructional materials appropriate for students in a desegrated elementary school and a desegregated junior high school in a low-income neighborhood, (2) to encourage the teachers to use these materials and duplicating and audiovisual equipment placed in their schools, and (3) to offer undergraduate education majors preservice experience in a disadvantaged school with good educational practices. It was found that the project stimulated new instructional practices, but did not cause continuing change in the teachers' classroom techniques. During this period teachers were reluctant to deal with the problems of intergroup relations and student self-concept, and the student's academic performance did not measurably improve as a result of the project. Examples of duplicated materials used in classroom lessons are included.

1597. Winsand, Jean E. A Tri-Univer-City Project for Teachers in Inner-City Schools. Paper presented at the International Reading Association Convention, Atlantic City, N.J.: April 20-23, 1971, 9p. [ED 050 217]

Recognizing the problems of reading instruction as a major challenge in education, Educational Professions Development Act (EPDA) institutes of recent years have funded several programs to develop new methods and materials for teaching in inner-city schools. The project reported here is an EPDA institute for teachers of disadvantaged children in the cities of Pittsburgh, Pennsylvania; Wheeling, West Virginia; and Youngstown, Ohio. The program emphasized equally the cognitive and affective aspects of learning. Two summer workshops and a year of on-site supervision in the classroom provided suggestions for developing programs to test in the classrooms. During the winter session, the institute staff visited with the participants in the classroom, providing an opportunity for staff and participants to cooperate in testing and developing reading programs. Experiences of a workshop nature were offered the second summer to provide participants an opportunity to individualize their program. Workshop experiences included a materials-method area, an interpersonal experiences area, a media area which used video-taped equipment as a means of examining classroom interactions, and materials and methods evaluation.

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034 081 (1568)

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037 383 (1522)
043 595 (1580)

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024 848 (1545)

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033 837 (1518)

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028 171 (1527)

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013 721 (1563)

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035 532 (1526)

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063 591 (1506)

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013 721 (1563)
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038 261 (1543)

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058 007 (1560)

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022 724 (1588)

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024 850 (1570)

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019 287 (1494)

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040 960 (1515)

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028 156 (1540)

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032 698 (1569)

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063 078 (1496)

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014 479 (1498)
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061 207 (1505)

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040 960 (1515)

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047 886 (1556)
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056 971 (1595)

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063 591 (1506)

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Instructional Design
063 592 (1535)

Instructional Improvement
042 584 (1589)
065 833 (1520)

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063 577 (1492)

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045 299 (1550)

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036 459 (1508, 1532)

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042 584 (1589)

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040 960 (1515)

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024 734 (1596)

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035 532 (1526)

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022 724 (1588)

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001 005 (1562)
033 101 (1488)
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040 744 (1559)

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013 728 (1557)

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032 698 (1569)
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040 744 (1559)

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045 680 (1534)

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066 063 (1513)

Literacy Education
073 447 (1590)

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044 549 (1572)
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046 643 (1584)

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028 156 (1540)

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073 447 (1590)

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028 172 (1489)
054 918 (1539)

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063 584 (1558)

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063 584 (1558)

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045 680 (1534)

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029 900 (1491)

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029 900 (1491)

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066 063 (1513)

Paraprofessional School Personnel
037 331 (1493)
040 030 (1582)
041 966 (1577)
043 595 (1580)
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013 728 (1557)

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072 405 (1541)

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072 405 (1541)

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040 030 (1582)

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046 646 (1564)

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041 713 (1566)

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022 637 (1517)

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037 332 (1523, 1542)

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043 595 (1580)

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033 837 (1518)

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001 005 (1562)
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019 201 (1552)
024 850 (1570)
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024 848 (1545)
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034 081 (1568)
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050 217 (1597)
052 890 (1516)
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054 918 (1539)
055 728 (1519)
058 007 (1560)
059 855 (1575)
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062 098 (1544)
063 078 (1496)
063 081 (1573)
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063 591 (1506)
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067 635 (1500)
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027 159 (1502)
034 653 (1507)
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046 646 (1564)
061 207 (1505)
063 092 (1511)
071 055 (1521)
073 420 (1536)

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010 974 (1565)
013 703 (1525)
027 159 (1502)
046 643 (1584)
058 007 (1560)
065 833 (1520)
067 635 (1500)

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013 721 (1563)
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068 459 (1578)
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036 459 (1508, 1532)

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073 447 (1590)

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024 848 (1545)
025 374 (1554)
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024 734 (1596)

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035 711 (1514)

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045 680 (1534)

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046 904 (1586)
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038 256 (1530)
041 712 (1495)
041 966 (1577)
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019 196 (1567)

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063 081 (1573)

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059 855 (1575)

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068 459 (1578)
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063 612 (1574)

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063 612 (1574)

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028 172 (1489)

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035 711 (1514)
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Verbal Development
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045 317 (1581)
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029 905 (1585)

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